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ABSTRACT

An assessment was made of the overall effectiveness of a one-day inservice training workshop for 100 adult basic education (ABE) teachers in West Tennessee. The Kropp-Verner Evaluation Scale and a questionnaire were administered to participants. Of the total number of respondents, 56% were women, 67% were aged 35 or older, and 75% had less than three years of ABE teaching experience. Opinions on meeting space, relevance of program content, opportunities for participation, and personal improvement tended to be favorable. The workshop as a whole was likewise judged successful. Strong points most often mentioned were the quality of teaching, discussions on how to develop reading skills, and appropriateness of the ideas and materials presented. The lack of group discussion and sufficient time in general was the only area of weakness noted. Mathematics emerged as the leading topic of concern for future workshops. (A questionnaire, evaluation instruments, reading passages, curriculum outlines, and other appendices, are included). (LY)

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TEACHING READING TO THE DISADVANTAGED ADULT

BY

DONNIE DUTTON
ASSOCIATE PROFESSOR AND
DIRECTOR OF ADULT EDUCATION
MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE

AND

BILLY GLOVER
WEST TENNESSEE SUPERVISOR
ADULT EDUCATION
STATE DEPARTMENT OF EDUCATION
JACKSON, TENNESSEE

AN EVALUATION REPORT AND RESOURCE DOCUMENT
BASED ON A WEST TENNESSEE
ADULT BASIC EDUCATION WORKSHOP

MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE
MARCH, 1971

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PREFACE

This adult basic education workshop was a joint effort between the adult education divisions of local school systems in West Tennessee, Memphis State University, the Southern Regional Education Board, and the Tennessee State Department of Education.

The writers are indeed grateful to Mr. Charles Kerr, Coordinator of Adult Education, Tennessee State Department of Education, and Dr. Edward Brown, Director, Adult Basic Education Project, Southern Regional Education Board, for making this effort possible.

Appreciation is also expressed to Mrs. Flora Fowler and Mr. Tom Rakes, University of Tennessee at Knoxville, for the instruction provided at the workshop.

A final note of gratitude is offered to Mrs. Linda Balentine, Adult Education Secretary, Memphis State University, and Mrs. Martha Haley, Adult Education Secretary, West Tennessee, State Department of Education, for their efforts in participant registration and typing of the study.

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CHAPTER I

INTRODUCTION

Background

The Tennessee regional concept for teacher-training in adult basic education provides for the conducting of in-service workshops throughout the State. Therefore, a planning committee, composed of local adult basic education personnel, State Department of Education staff members, and a representative from Memphis State University, met and planned the agenda for a workshop on teaching reading to the disadvantaged adult. The entire workshop was devoted to this subject and was under the direction of the writers, with consultant services being provided by Flora Fowler and Tom Rakes, University of Tennessee. It was conducted at Jackson, Tennessee.

Purpose of Study

The purpose of this study was to determine the overall effectiveness of the educational experiences provided at the ABE workshop, Saturday, February 20, 1971.

Methodology

Source of Data

The population used in this study was local adult basic education personnel from all the counties of West Tennessee excluding Shelby County,

since a similar workshop had been conducted for them December 11, 1970. The responsibility for recruitment was assumed by the State Department of Education, specifically, Mr. Billy Glover, West Tennessee Regional Supervisor.

One hundred persons attended the workshop, and these constituted the source of data for this study.

Collection of Data

Two instruments were used to collect the data for this study. The first was a questionnaire designed to obtain demographic data and participant reaction to various facets of the workshop.

The second instrument was an evaluation scale developed by Russell Kropp and Coolie Verner.[1] According to its authors, it appears to be a valid instrument for obtaining overall participant reaction to a short-term workshop. The scale consists of twenty items arranged in rank order of value, with item number one being the best thing that could be checked, item number two, the second best, and so on, with item number twenty, the least favorable response.

The instruments were administered and analyzed by the writers.

Statistical Technique

It was not the intent of the writers to make any generalizations to a broader population; therefore, no inferential statistics were used.

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[1]Russell Kropp and Coolie Verner, "An Attitude Scale Technique for Evaluating Meetings," Adult Education, Volume VII, No. 4 (Spring, 1957), pp. 212-215.

Only arithmetical means and percentages were employed.

Hypotheses

In the absence of any attempt to generalize to a broader population and the deletion of any statistical technique designed to test significant differences between variables, no hypotheses were formulated.

CHAPTER II

PRESENTATION OF DATA BY ITEM

The purpose of this chapter is to present the results of the responses to the items in the questionnaire and to the Kropp-Verner Scale. It will consist of the following sections:

1. Profile of the participants.
2. Degree of agreement with various statements in the questionnaire.
3. Interest in topic covered and effectiveness of speakers.
4. Written statements.
5. Overall evaluation.

Profile of Participants

In studying the profile of the participants at the workshop, it was found that:

1. Approximately 56 per cent were females.
2. Approximately 67 per cent were 35 years of age or older.
3. Approximately 75 per cent possessed less than a Master's Degree.
4. Approximately 42 per cent possessed more than 3 years teaching experience in ABE. About 39 per cent had 1-3 years experience, and around 19 per cent possessed less than 1 year of experience.

Degree of Agreement with Various Statements in the Questionnaire

This section of the questionnaire was composed of various statements relative to the workshop. The participants were requested to read each of these statements and indicate their degree of agreement with the

statement, ranging on a continuum from strongly agree to strongly disagree. These reactions were weighted numerically, and arithmetic means were calculated, based on the following scale:

5 = Strongly agree

4 = Agree

3 = Undecided

2 = Disagree

1 = Strongly disagree

A summary of the statements contained in the questionnaire and the mean value each received follows:

1.	Adequate space was provided for the large group meetings.	4.45
2.	The participants had an opportunity to contribute to the development of the content of the workshop.	3.81
3.	The content of the workshop was relevant to their needs.	4.19
4.	The content of the workshop was such that it answered questions that concerned them relative to their job.	4.15
5.	As a result of the workshop, they felt that they would now be better able to perform their job more satisfactorily.	4.16

Interest in Topics Covered and Effectiveness of Speakers

This section of the questionnaire was devoted to ascertaining the interest the participants had in the topic of reading and the effectiveness they attributed to the speakers. The responses to the topic and speakers were numerically weighted, and arithmetic means were computed

based on the following scale:

5 = Very high

4 = High

3 = Medium

2 = Low

1 = Very low

Interest in the topic of reading was rated at 4.15, while the effectiveness of speaker Fowler was rated at 4.24 and speaker Rakes at 4.50.

Written Statements

The participants were asked to indicate the greatest strengths and weaknesses of the workshop along with possible topics of interest for future workshops. Only the top three responses in each category, in order of importance, will be listed here. For a complete listing of strengths, weaknesses, and topics, see Appendix A.

Strengths

The strengths of the workshop mentioned most often were as follows:

1. Fowler and Rakes were well prepared and did an excellent job.
2. The discussion on how to develop reading skills was very helpful.
3. The ideas and materials presented were practical and were related to ABE problems.

Weaknesses

The weaknesses of the workshop mentioned most often were as follows.

1. There were no weaknesses.
2. There was not enough time for covering the content and asking questions.

3. No small group discussions.

Future Workshop Topics

The possible future workshop topics mentioned most often were as follows:

1. Math.
2. Reading.
3. Science.

Overall Evaluation

Two measures of the overall effectiveness of the workshop were obtained. The first of these was the participants' reaction to the statement, "My overall rating of the workshop is very high, high, medium, low, or very low." The mean score value received from this item was 4.25.[2]

The second measure of the overall value of the workshop was obtained through administering the Kropp-Verner Attitude Scale. The participants were requested to read the 20 items on the scale and to check only those that best described their reaction toward the workshop. The ratings of the participants were analyzed, and the obtained weighted mean, according to values on the Kropp-Verner Scale, was 3.34. The most positive value possible is 1.13, and the most negative value possible is 10.89,

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[2]Based on the following scale:

5=Very high
4=High
3=Medium
2=Low
1=Very low

with a median value of 6.02. A mean rating of 3.72 placed the overall rating of the workshop between items 4 and 5 on the scale, which means there were 15 less favorable items below the mean rating but only 4 more favorable ones above.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to ascertain the overall effectiveness of the educational experiences provided at the ABE reading workshop, February 20, 1971.

The data used in this study were obtained from one hundred West Tennessee ABE teachers, representing all of the West Tennessee Counties except Shelby. A questionnaire was developed to obtain the information needed, and this was supplemented by administering the Kropp-Verner Attitude Scale, which is designed to ascertain the overall effectiveness of a workshop.

No generalizations to a broader population were planned; therefore, inferential statistics and hypotheses were deleted from the study. Only arithmetical means and percentages were employed.

Relative to the profile of the participants, it was found that:

1. Approximately 56 per cent were females.
2. Approximately 67 per cent were 35 years of age or older.
3. Approximately 75 per cent possessed less than a Master's Degree.
4. Approximately 42 per cent possessed more than 3 years teaching experience in ABE.

Based on a possible most positive score of 5.00, the following mean scores were obtained:

1. Item related to facilities provided--4.45.

2. Items related to program content--approximately 4.17.
3. Item related to interest in topic--4.15.
4. Items related to effectiveness of speakers--4.24 and 4.50.

Relative to strengths of the workshop, the participants cited the speakers, the topic of reading, and the ideas and material presented as being most important.

Relative to weaknesses of the workshop, the participants cited none, lack of time, and absence of small group discussions most often.

Relative to future workshop topics, the participants cited math, reading, and science most often.

Relative to an overall evaluation of the workshop, the participants gave it a mean score rating of 4.25 out of a possible 5.00. Based on the Kropp-Verner Scale, the participants gave it a mean score of 3.34 out of a most positive score possible of 1.13 and a most negative score of 10.89, which constitutes an extremely favorable rating.

Conclusions and Recommendations

Based on the data presented in this study, the writers would conclude that the workshop was very successful. Some criticism was aimed at the lack of provision for small group discussion. This was initially incorporated into the program design; however, Dutton inadvertently left the material in Memphis that was necessary to implement this portion of the program, and it had to be eliminated at the last minute.

Math seems to be the prominent topic of concern for future workshops (was listed twenty-seven times). The writers would recommend that serious consideration be given to a workshop of this type in the future.

APPENDICES

APPENDIX A

STRENGTHS OF WORKSHOP

1. Fowler and Rakes were well prepared and did an excellent job (thirty responses of this type).
2. The discussion on how to develop reading skills was very helpful (twenty responses of this type).
3. Ideas and materials presented were practical and were related to ABE problems (eighteen responses of this type).
4. Workshop was well planned, very good, and helpful (fifteen responses of this type).
5. Physical facilities were very nice (three responses of this type).
6. Down to earth lectures (three responses of this type).
7. The exposing of new ideas that could have remained hidden was helpful; helps to come together (two responses of this type).
8. Timely.
9. It helps to hear other people's problems and how they can be solved.
10. Hours scheduled.
11. The presentations gave insight as to what to expect of adults and how to teach this age group.
12. I learned a great deal that will enable me to help my students (three responses of this type).

WEAKNESSES OF WORKSHOP

1. None (fifteen responses of this type).
2. Not enough time for content covered and to ask questions (twelve responses of this type).
3. No small group discussion (seven responses of this type).
4. Could not see visual aids well (five responses of this type).
5. Not enough handouts to go around (four responses of this type).
6. Needed demonstrations in areas other than reading (three responses of this type).
7. Dutton left Rake's handouts in Memphis (two responses of this type).
8. Could not hear speakers at times (two responses of this type).
9. Wrong day of week; most of us work at regular job during the week.
10. Audience participation weak.
11. Did not tell how to approach and recruit students.
12. Started too early.
13. Should be more individual.
14. Chairs placed too close together.

POTENTIAL SUBJECTS FOR FUTURE WORKSHOPS

1. Math (twenty-seven responses of this type).
2. Reading, dealing with more specific topics such as diagnosis of reading problems, etc. (twelve responses of this type).
3. Science (eleven responses of this type).
4. Materials, both commercial and developing local ones (ten responses of this type).
5. Recruitment and retention (seven responses of this type).
6. English (three responses of this type).
7. Evaluation and testing (two responses of this type).
8. GED (two responses of this type).
9. Guidance and counseling (two responses of this type).
10. Organizational workshop for first and second year teachers (two responses of this type).
11. Methods of teaching adults (two responses of this type).
12. Workshop for refinement of ideas for new teachers.
13. Racial relations.
14. Health.
15. Job placement.
16. How ABE program is decided on in each system.
17. Information directed at Level III teachers.
18. Ways to create more interest in this type of work.
19. Supervision of ABE.
20. Correct way to teach writing.
21. Teacher's relationship with and interest in students.
22. Perceptually handicapped.
23. Age limit for attending ABE classes, i.e., are some too old?

APPENDIX B

TEACHING READING IN THE ADULT BASIC EDUCATION CLASSROOM

by

Tom Rakes
Reading Center
University of Tennessee
Knoxville, Tennessee

What is the purpose of learning to read? How does one actually use his reading skills throughout his daily routine? If our reading instruction reflects an answer to these two questions, our students will receive practical instruction on an optimal learning level. The following discussion serves to outline selected aspects of the reading process as it applies to the adult learner. Specific emphasis is given to standardized reading tests, classroom diagnosis, and reading in selected content areas.

A Concept of Reading Approach

Some educators conduct their classes similar to the retired fisherman who never used any bait when he fished. He simply threw the bare hook into the water. The old gentleman was not really interested in catching anything, but he did enjoy riding in the boat. As adult basic education (ABE) teachers, we need a variety of bait and a wide assortment of hooks, or else we will lose our students just as the fisherman never caught any fish.

It would be easier to spend large quantities of money on bait (materials) when actually we should be more concerned with the attitudes and approaches we use. Research tells us that the success of a learning

situation is more dependent upon the teacher's approach than upon the material, theory, or method employed. There is no substitute for teacher competency. One may use whatever techniques he wishes, but the deciding factor may well be determined by the amount of enthusiasm and variety of personal instruction offered. The following topics are based upon a teaching process in which "personal instruction" may be provided for each ABE student.

Standardized Tests in ABE

Strengths

The greatest advantage of the standardized reading test may be gained in the Level III category where the students have obtained some higher degree of reading competency. The standardized reading test may yield a more nearly accurate score for the better reader. Research reveals that the accuracy of the group administered standardized reading test is somewhat less than accurate when used with the adult who cannot read on at least a third or fourth grade level.

The student who is preparing for the GED may benefit from frequent test periods. This advanced ABE student should benefit from experiences involving a timed test, required use of a "grid" type answer sheet, and the actual application of his reading skills under pressure. The ABE classroom may serve as the training ground for the actual GED test experience.

Disadvantages

Can an Orangutan read? In a current report by Edward Fry, it

was revealed that in fact, the Orangutan can read.[1] Or rather results from standardized reading tests support such a statement. The results from five major standardized reading tests when administered to an Orangutan provided reading scores that ranged from 1.2 to 7.0 in grade level equivalents. While we realize an Orangutan cannot read, the standardized test results say the animal can read. The important factor illustrated by this study is that standardized reading tests do not always measure one's reading ability accurately. This is the case especially for the adult whose reading ability is very limited at that time.

There are several other outstanding weaknesses of standardized reading tests. Standardized tests may: (1) yield an inaccurate score due to norms based upon a sampling of public school children; (2) offer an extreme score due to the influence of reading rate; (3) offer no correction for guessing and in some cases a reader may improve his score by guessing; (4) be and usually is inconsistent with the suggested grade level equivalents of a material published by different companies; and (5) produce psychologically threatening situations for those adults whose confidence is somewhat less than average.

The shortcomings of standardized reading tests are serious and should not be taken lightly. If used with Level III students, the training experience may be valuable. Otherwise, the standardized test offers very limited possibilities for use in the ABE classroom.

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[1]Edward Fry, "The Orangutan Score," The Reading Teacher, Vol. 24, No. 4, January, 1971, pp. 360-362.

Practical Classroom Diagnosis

The classroom teacher may benefit from a process in which she can identify specific reading strengths, weaknesses, and other oral reading patterns as well as some indication of the reader's instructional reading level. The follcwing discussion describes such a process as it applies to the ABE learning situation.

The instructional inventory (II) may be used with any reading material, on varying readability levels, and with any student who is able to read on a minimal middle first grade reading level. The II serves as a practical method of placing students on their instructional reading level where optimal learning may occur. In order to administer an II, the teacher should be cognizant of the following three elements: (1) the readability level of the printed material used; (2) basic oral reading errors; and (3) how to locate a student's instructional reading level. Figure one suggests one method of determining the readability level of printed materials.[2] Other times one may wish to follow the publisher's suggested grade level. Although one may use the suggested level as a guide, research has shown that the publisher's grade level may or may not be accurate. Figure two represents a summary of nine types of oral reading errors that the teacher may listen for during oral reading. Figure three represents a summary of criteria necessary for determining a reader's

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[2]Figure one alludes to an audio-visual used in the presentation. A reproduction of the aid can be found at the end of this article, as well as any other Figures (visual aids) referred to in this article.

functional reading levels. For our purposes we shall be primarily concerned with the oral reading portion of Figure three because oral reading serves as the only representation of word recognition skills a teacher may actually observe.

To administer the II, a student is given a reading selection (of which the teacher knows the readability level). The student reads orally the first fifty to one hundred words while the teacher silently counts the number of oral reading errors. When the error rate becomes greater than ten per cent, a student has reached his frustration level. The teacher then drops back one half to one year in the readability of the material. When reading on the new level below frustration, the student should not exhibit more than a ten per cent error rate with comprehension of seventy per cent or higher. One should remember that asking comprehension questions may be helpful if the teacher is somewhat in doubt as to the reader's understanding of the material. This option is best determined by the teacher who may or may not believe the comprehension check is necessary.

One should not assume that the instructional reading level will remain constant for different reading materials. For example, a readability level of 4.8 in a Steck-Vaughan workbook may be significantly different from a Follett material also offered on a publisher's suggested level of 4.8. The II may aid the ABE teacher in determining the student's proper instructional reading level for each printed material a student uses.

The II serves as a valuable diagnostic tool not only through its

accuracy but also due to its non-threatening nature. "Will you read to me"? "Would you read orally to me"? "Will you try reading these first few sentences to me"? The student is not aware he is being tested. The teacher is simply standing or sitting beside the reader and listening. There should be no display or calling the reader to the front of the room. During this brief personal contact, the ABE teacher may: (1) exhibit a personal interest in the student; (2) gain valuable diagnostic knowledge of the reader's strengths and weaknesses; (3) locate an instructional reading level for that particular material; and (4) better insure the student's success in completing his current learning experience due to instruction on the proper level.

Reading In Selected Content Areas

Reading in content subjects entails the use of reading skills that have previously been used in isolation. Other times new, higher level reading skills are required. The remaining discussion deals with reading skills involved in mathematics and science. There is also a brief section of specific skills necessary of GED students.

Reading in Mathematics and Science

For our purposes we shall base the following remarks upon two objectives of mathematics and science instruction for ABE students: (1) learning to reason or think through a problem or situation and (2) learning to compute or develop a solution once the reasoning has disclosed the necessary procedures. We shall focus upon the first objective and attempt to relate some of the difficulties associated with and the skills offered

during the process of reading in the content areas of science and mathematics.

Listed below are some of the reading difficulties that make mathematical and scientific reading difficult:

1. An abundance of technical words or phrases create an unusually difficult reading situation.

2. The nontechnical vocabulary may be inappropriate or too difficult for the reader. Such a situation suggests the opportunity for extensive discussion, use of visual aids, and oral interpretation prior to having a student attempt to read a selection.

3. The sentences may be too long. In such cases the student must be able to revise or paraphrase the sentence.

4. The concept level may be above that of the reader. The teacher should offer sufficient readiness activities to familiarize the student with the concepts involved.

5. The appearance of irrelevant or unneeded information may confuse the reader. Further development of the main idea, supporting details, and critical reading skills may be needed.

6. The need to regulate reading rate may be involved. Just as all types of reading material cannot be read at the same rate, neither can all sections of a particular content area be read at the same rate.

The following three suggestions serve to help the ABE teacher in offering students the specialized skills necessary for reading science and mathematical materials.

1. In order to be able to read, most pupils require an oral, exploratory, discussion type of initial presentation. Such an approach is designed to build the necessary concepts and generalizations. Emphasis may be placed on key vocabulary also.

2. Following the above procedure, the students should be more likely to read the material. It is important that reading selections be sufficiently short so as to enable the reader to work successfully in early stages.

3. After the material has been read, the reader should be able to restate the major points. As the student gains skill in summarizing, organizing, and interpreting what he has read, the instruction may move into longer more exacting types of reading.

The reader will find a more detailed listing of necessary skills and suggested instructional techniques in the appendix.

The GED Student

Listed below are ten criteria suggested for the potential GED candidate:

1. Workable vocabulary of approximately 10,000 words.
2. An approximate independent reading level of not less than grade ten.
3. A flexible reading rate appropriate to the purpose for which he is reading.
4. The ability to obtain an overall impression of a selection.
5. The ability to scan in order to locate specific information.
6. Being able to read and interpret maps, charts, and graphs.
7. Being able to organize material in a sequential manner.
8. Understanding the use of figurative language.
9. Competency in comparing several aspects of a selection.
10. Drawing conclusions from either stated or implied information.

The successful ABE teacher should be able to adapt numerous reading skills to content materials. In reality, reading in practical materials, such as newspapers, magazines, forms, and applications, present the need for such a variety of reading skills.

FIGURE I

A MODIFICATION OF THE GUNNING FOG INDEX OF READABILITY

Step I

Take a sample of approximately 100 words. Get as close to 100 words as possible, but stop at the end of a sentence. Divide the number of sentences into the number of words. _____

Step II

Count the number of three or more syllable words in the first 100 words of the sample passage with the following exceptions:

(a) Do not count proper names
(b) Combinations of short easy words like "bookkeeper"
(c) Any verb forms, words that are made three syllables by adding "ed"--like "created" or "trespasses"

_____

Step III

Add the two factors above and then multiply by the constant .4, which will give you a grade level. ? x .4

_____

NOTE:

When counting the three or more syllable words, count the words each time they appear, even if they appear several times in the selection.

To obtain two copies of "The Functional Reading Word List for Adults," mail $1.00 to:

Adult Education Association
1225 Nineteenth Street, N.W.
Washington, D.C. 20036

FIGURE TWO

The administration of a placement inventory offers an efficient process through which an ABE teacher may place a student in any reading material at the proper instructional reading level. There are nine kinds of errors a student may make. These errors are listed below with an example of each type.

1. Reversals
   Example: The reader may call "saw" for "was," "but" for tub," "ton" for "not" or indicate other similar reversal patterns.

2. Substitutions
   Example: "We are ready to ~~begin~~ (start) the game." The reader replaced begin with a word of his own.

3. Insertions
   Example: "We are about ready to begin the game." The reader inserted his own word (about) which was not on the printed page.

4. Omissions
   Example: "We are ready (to) begin (the) game." Any word or words that are a part of the sentence but not read count as an omission.

5. Repetitions
   Example: "We are ready ready to begin the game game." When the reader repeats a word or words count a repetition error.

6. Mispronunciations
   Example: "We are reely to begine the game." Pronunciation of words in a manner unlike his or the administrators dialect is counted as an error.

7. Disregard of punctuation
   Example: Reading might resemble the following: "We are ready to begin the game are you ready Mike pitch it to me."

8. Help (with an unknown word)
   Example: The reader is told the word he does not recognize.

9. Hesitations
   Example: A dead stop in the reading occurs. "We are (pause)--- ready to begin the game." The hesitation is counted if the pause is one second or longer in duration.

ORAL READING	WORD ATTACK	COMPREHENSION	SPEECH AND ORAL READING PATTERNS
INDEPENDENT	99	90 or greater	Rhythmical, expressive phrasing
INSTRUCTIONAL	90 or greater	70 or greater	Natural rhythm and intonation
FRUSTRATION	Less than 90	Less than 70	Hesitant, unnatural intonation and usually noticeably frustrated type of reaction

SILENT READING	COMPREHENSION	OBSERVABLE CHARACTERISTICS
INDEPENDENT	90% or above	No observable symptoms of difficulty
INSTRUCTIONAL	70% or above	No observable symptoms of difficulty
FRUSTRATION	Less than 70% Less than 70%	May exhibit two or more of the following: lip movement, finger pointing, head movement, vocalization, sub-vocalization, anxiety, and general restlessness

The concept of a reading performance level aids one in providing instruction at the proper level in a particular material. The levels frequently change and may vary from one material to another.

FIGURE III

APPENDIX C

READING/SOCIAL STUDIES

I. Reading skills and habits needed in the Social Studies

A. Vocabulary of the social studies.
   1. Promote an interest in words as tools of communication and of thought.
   2. Using thought processes as well as memory to develop an adequate social studies vocabulary.
   3. Develop a systematic, continuing method of word study for social studies vocabulary building.

B. Find intrinsic motivation for reading social studies material.
   1. Having an interest in the content that can be acquired through social studies reading.
   2. Recognizing that social studies reading may be pleasurable.
   3. Desiring to discover the truth about social situations by wide, well-selected reading.
   4. Emphasize local events.

C. Comprehend the material of social studies.
   1. Using graphs, charts, tables, pictorial presentations including maps and globes, and other social studies materials to gain social studies concepts.
   2. Using methods for organizing materials, locating specific facts, and interpreting abstract ideas.
   3. Understanding the basic concepts of time and space.
   4. Understanding chronological order and the relationships between past and present.
   5. Comprehending sequences of events, groups of simultaneous events, cause-to-effect and effect-to-cause relationships.

D. Adjust speed of reading to purpose and type of content.
   1. Determining purpose for the reading of particular items and appropriate speeds for reading them.
   2. Recognizing types of content, the relative difficulty of comprehension, and appropriate speeds for reading each type.

E. Read social studies material to achieve specific purposes.
   1. Solving problems of social significance.
   2. Understanding general significance of a selection.
   3. Discovering specific details.
   4. Answering specific questions.
   5. Evaluating statements.

METHODS AND DEVICES AN ABE TEACHER MAY USE TO IMPROVE THE READING OF SOCIAL STUDIES MATERIALS IN HIS CLASSES

I. Methods.

A. Study:

1. Help pupils to correlate the new words or terms with a current event to show their importance to the particular age group.
2. Use the dictionary for brief periods of study of a word, have them use the different meanings in meaningful sentences, determine which of these sentences best expressed the intended meaning of the word in the context being studied.
3. In building background, call attention to new words in class discussion. Place new words on the board, or duplicate on discussion sheets, in sentences which give meaning, and illustrate how these discussions can be applied to later uses of the word as the pupil needs them. (New words are either individual, as they stem from personal activities, or of class significance in connection with units or projects.)
4. Give pupils experiences to help them recognize the various meanings of words.
5. Hold discussions of words and terms giving special attention to word roots and to shades of meanings. After such study, relate the words or terms to the assignment.
6. Use Latin derivatives and prefixes to increase vocabulary. For example, make clear such a word as "monotheism" by referring to such familiar words as "monotone" and "monoplane."
7. Have pupils underline new words in the text and write the meanings at the bottom of the page.
8. Help students to work on the pronunciation of difficult words.
9. Have students tell what they think a word means from the context.
10. Encourage students to use difficult or unfamiliar words in sentences of their own.
11. Help students understand how words are tools of communication rather than problems to be solved.
12. Teach students thought methods, rather than memorization alone, for gaining word power in pronunciation, recognition, meaning, and spelling.
13. Teach pupils to relate new words to various language sources and to their acquaintance with roots, prefixes, and suffixes in order to gain meanings readily.

B. To build interest in reading social studies material:

1. Project questions or problems by taking the critical viewpoint of the principles presented or by taking a contrary opinion so the class will need to justify their opinion.

2. Pose some questions that the material should answer.
3. Encourage statement of opinions; then challenge pupils to bolster their opinions by reading.
4. Employ the "mystery element" or the "build-up" to catch interest; then ask pupils to read to satisfy their curiosity.
5. Tell students a story up to a crucial point; then assign reading to find out the conclusion of the story.
6. Tell students a story, but leave out the names of those involved; then assign reading in order for them to identify the characters.
7. Capitolize on situations relating fact and opinion in what is read.

C. To comprehend the materials of social studies:
1. Develop a list of resource materials that are readily available for use and adapt it to individual needs.
2. Ask students to relate vacation and other experiences and to bring available types of illustrative material from their experiences to make social studies readings more meaningful. Instruction should key on these personal knowledge.
3. Use films, pictures, stories told by members of the class, displays, and maps to illustrate readings in the social studies.
4. Stress current news to show that the text material is in action at all times with various class activities.
5. Use films, recordings, drawings, opaque projections, dramatizations, cartoons, models, pantomiming, storytelling, and exhibits to add meaning to materials read.
6. Ask pupils to bring clippings or pictures relating to something they have studied. Perhaps newspapers or magazines would be made available to them in class.
7. Recall the experiences of former pupils in their initial contact with the material and plan ways to help present pupils to avoid anticipated difficulties.

D. To develop a flexible reading rate for type of content:
1. Point out that different material, different subjects, and different paragraphs within the same story have great variance in the degree of readability and comprehension.
2. Develop the idea that it would be impossible for all pupils to cover the same material in the same time and that each must try to adjust his reading speed to his comprehension level.
3. Adjust the length of the assignments or units to the estimated average speed of reading of the group.
4. Teach the place and the value of skimming in preparation of assignments.
5. Instruct in the methods of reading for the varied purposes of reading the same, similar, or different materials.
6. Early in the program (within 6 class meetings), spend one lesson or more on informal teaching and testing the pupils' rate and comprehension. Encourage pupils to experiment with different rates for different types of material and different purposes for reading. (More applicable for Level II, III students)

7. Stress intensive reading by suggesting periodically the proper way to read a textbook: (a) reflect on chapter topic, (b) read preface material and unit titles, (c) read questions and study vocabulary at end of chapter, (d) read chapter material, and (e) check questions again seeing how well material was read.
8. Have students first read chapter titles and section headings and from them formulate questions to be answered by reading.

E. To achieve specific purposes:
   1. Motivate pupils to read for specific purposes such as: locating a certain fact, answering a certain question, determining a general concept, verifying information or opinion, and comparing different points of view.
   2. Discuss the steps to follow in problem solving.
   3. Point out the need for understanding why there are conflicting points of view on many social problems and how, by wide reading and critical thinking, an individual can develop his own point of view.
   4. Make active use of projects which aid in clarifying meanings, aid in developing initiative and planning, such as reading related materials, outlining material for retelling, publishing a newspaper, exhibiting displays of pictures or other material.
   5. Use the discussion method which encourages each pupil to give his own opinions and to explain why he arrived at his conclusions.
   6. Develop a pattern of logical thought and a pattern of analysis by class discussions of the part emotions and vested interest play in history.
   7. Use analysis of current news to estimate truth or falsity.
   8. Hold class discussions in which students express their own view points and listen to those of others and then attempt to select the view point which seems to be tenable in the light of the evidence.
   9. Teach students to locate the facts about an area of concern; then determine the truth or falsity of statements about it.
   10. Draw a student into expressing an opinion based on material read; then ask him to defend his opinion by showing how the material is related to it.
   11. Develop in students a habit of determining the implications of historical events for present day situations.
   12. Teach students to read critically, that is, to look for fact rather than opinion, to consider the qualifications of the author in the area on which he writes, and to test whether the idea presented is consistent with known facts.

Adapted from Kansas Studies in Education, "Reading Skills and Methods of Teaching Them," Feb., 1960; by Tom Rakes, UT Reading Center.

READING/MATHEMATICS

I. Reading Skills and Habits Needed in Mathematics

A. Efficient use of the vocabulary of the subject.
1. Technical mathematical terms.
2. Terms, and their abbreviations, that are frequently used in mathematics.
3. Roots, prefixes, and suffixes that aid in understanding mathematical terms.
4. Literal numbers.
5. Alphabetical, operational, grouping and relationship symbols.

B. Interpretation of verbal problems (word problems)

C. Read and interpret materials used for showing relationships.
1. Rules, principles, and formulas.
2. Tables.
3. Charts.
4. Graphs.
5. Figures and diagrams.

D. Proofreading to verify solutions and/or to locate errors.

E. Understand quantitative data in newspapers, magazine articles, and books.

F. Acquire meaning from the statements of rules and definitions so they may be used.

II. Reading/Mathematics

A. To develop vocabulary:
1. Teach pupils to recognize the difference between the mathematical meaning of words and terms and their meanings in other areas of study.
2. Practice using the glossary for pronunciation, spelling, and meaning of mathematical terms.
3. Teach pupils to recognize the relationship between new words and their parts to known words, prefixes, suffixes, and roots: mononomial-monoplane, binomial-bicycle, trinomial-tricycle.
4. Group mathematical words and terms into classified lists, such as synonyms, antonyms, and homonyms, and develop their specific mathematical meanings by comparison or contrast.

5. List new words pertaining to the topic being studied and have the pupils learn to spell and define them.
6. Make copies of both general and mathematics dictionaries available and encourage pupils to make use of them.
7. Teach the pupils how to obtain word meanings from the context of the sentence.
8. Teach the pupils to remember mathematical symbols through likeness to or abbreviation of the figure or term they represent.
9. Insist upon accurate usage of names of symbols; for example, do not allow references such as "that thing there" or "that doohicky."
10. Encourage pupils to bring to class mathematical symbols which they find in newspapers, advertisements, trademarks, and cartoons and discuss them as to origin, significance, and meaning.
11. Place emphasis upon the proper symbols for labeling and the correct use of units, such as, mi., hr., ft., sec., lb., cu. ft.

B. To read and interpret verbal problems:
1. Teach the understanding and proper use of cues in verbal problems, such as "is" may mean "equals" and "of" may mean "multiply" in specific situations.
2. Explain that in solving problems one must determine (1) what facts are given, (2) what he is trying to find out, (3) what operations should be used, and (4) in what order. For pupils having difficulty ask them to write out the following: (1) facts given, (2) what is to be found, (3) process or processes to use, (4) steps in proper order for solving the problem; and, if the pupil still has difficulty, help him to solve the problem using small numbers first.
3. Teach the pupil who has difficulty in interpreting mathematical terms to substitute words he can understand.
4. Illustrate how the verb in a verbal problem often acts as the equal sign between two parts of an equation, as, "Mary's age two years ago was 10 years less than twice her age now." $X-2=2X-10$.
5. Emphasize the value of careful reading and rereading of verbal problems observing details including basic parts of sentences such as subjects and verbs, parts of speech, and punctuation.
6. Provide supplementary verbal problems for the class by listing problems of varying levels of difficulty on separate sheets.
7. Work sample verbal problems with the class and list the steps used in the plan of attacking the problem.
8. Give pupils practice in reading directions in constructing figures, reading micrometers, and reading a ruler, and test their ability to follow directions.

C. To interpret materials showing functional relationships:
   1. Provide classroom experiences in understanding what the horizontal and vertical scale each represent and the relationships between them in a chart or graph.
   2. Assign the pupils to draw logical conclusions from the data represented on a graph or chart and to determine conclusions implied by the data.
   3. Provide exercises in which the pupils illustrate the relationships among sets of data by preparing tables, graphs, charts, figures, and diagrams.
   4. Instruct the pupils to select graphic and tabular representations from newspapers and magazines in such areas as sports and finance, and explain the relationships represented to the rest of the class.
   5. Collect pictures and drawings relating to mathematics, post them on the bulletin board, and encourage pupils to interpret the relationships represented and to suggest possible theorems and generalizations which might apply.
   6. Offer examples of how verbal explanations may often be made clearer by accompanying graphic representations.

D. To proofread to verify solutions and/or to locate errors:
   1. Encourage students to read a problem orally when they have difficulty with any of the terms used or details mentioned when they read the problem silently.
   2. Instruct the pupils to read the total problem for a general understanding and then to reread it by parts to determine the steps necessary for solution.
   3. Make notations in the teacher's desk copy of "trouble spots" in the reading of problems and prepare devices to cope with them as they occur.
   4. Prepare exercises in which pupils rewrite incorrect statements of problems for drill in proofreading.
   5. Encourage the development of the ability to recognize a reasonable answer and the practice of rereading a problem if the first solution to the problem seems to be unreasonable.

E. To read extensively and thus recognize and make use of the quantitative data in newspapers, magazine articles, and books:
   1. Encourage pupils to read books and articles on such subjects that interest them.
   2. Make the pupils aware of the importance of mathematics by frequently referring to the use of quantitative data in current magazines and daily newspapers.
   3. Use mathematical fun books, puzzles, and games to stimulate interest in reading mathematical material.
   4. Keep a class mathematics scrapbook of clippings, including pictures, drawings, trick problems, magic squares, and new developments in mathematics, that are contributed by class members.

5. Keep a classroom library of mathematics books and magazines for supplementary reading.
6. Make available to pupils such magazines as Popular Mechanics, Popular Science, Mechanics Illustrated, and Kansas State Engineer which contain interesting articles, pictures, and problems pertaining to gear ratios, lumber dimensions, chemical mixtures, scale drawings, and many other aspects of mathematics.
7. Encourage pupils to read books about mathematics as a career or about other careers requiring mathematics.

F. To acquire meaning from the statements of rules and definitions so they may be used with understanding:
   1. Use the inductive method of arriving at rules and definitions by asking pupils to develop their own rules or definitions after many illustrations are given; then compare this rule or definition with that of the author.
   2. When applying a rule or definition to a specific situation, ask the pupil to state the generalization in his own words and then show the relationship to the specific situation.
   3. Make application of rules to real-life situations, such as, comparing the number of steps required to walk around two sides of a park with the number of steps to walk through it diagonally to illustrate that the shortest distance between two points is a straight line; also, show how this is related to the Pythagorean *Theorem.**

Adapted from Kansas Studies in Education, "Reading Skills and Methods of Teaching Them," Feb., 1960; by Tom Rakes, UT Reading Center.

EVALUATION FORM

Evaluator: _____

Title of Material _____ Publisher _____

DIRECTIONS: Place a check for the material you are rating in the space you feel best represents the quality of the material for the criteria mentioned in the question. A rating of 10 would reflect a perfect material while a rating of 1 would reflect an inadequate material.

1. Have you used this material? Yes _____ No _____

2. How familiar are you with this material?

   1 2 3 4 5 6 7 8 9 10

3. Does the content of the material contribute to the teaching of general concepts necessary for a student (in your particular class) to become a more productive member of society?

   1 2 3 4 5 6 7 8 9 10

4. Does the content of the material conform to the areas in which you believe to be of interest to your students?

   1 2 3 4 5 6 7 8 9 10

5. Does the material appear to be adult/child in content?

   1 2 3 4 5 6 7 8 9 10

6. Does the material appear to be adult in topics and illustrations?

   1 2 3 4 5 6 7 8 9 10

7. Would the material be adaptable to several individuals on various learning rates or abilities?

   1 2 3 4 5 6 7 8 9 10

8. Would the material be easy to use in your classes?

   1 2 3 4 5 6 7 8 9 10

9. Which of the following reading are included?

WORD ATTACK:		COMPREHENSION SKILLS: Please List	
Phonic Analysis	_____	Main Idea	_____
Context Clues	_____	Drawing Conclusions	_____
Linguistics	_____	Inference	_____
Sight Words	_____	Relationships	_____
		Critical Thinking	_____
		Sequence	_____
		Context	_____

10. If the material were reasonably priced would you recommend that it be purchased for use in your classes?

1 2 3 4 5 6 7 8 9 10

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INFORMATION SHEET

1. ADULT LEARNING, Coolie Verner and Thurman White editors — $1.00 each
   PSYCHOLOGY OF ADULTS, Wilbur C. Hallenbeck ed.
   Adult Education Association of the U.S.A.
   1225 Nineteenth St., Northwest
   Washington, D. C. 20036

2. CATALOG OF FREE TEACHING MATERIALS, By Gordon Salisbury — $2.10
   P. O. Box 1075
   Ventura, California

3. Commercial materials for critical reading skills, READING THINKING SKILLS (levels 2.1 - 6.2) from Continental Press, Inc., Elizabethtown, Penna., 17022. Request miniature copies free. . . . available for purchase, duplicating masters and workbooks.

4. PROGRAMMED WORD ATTACK FOR TEACHERS
   Charles E. Merrill Publishing Company
   1300 Alum Creek Drive
   Columbus, Ohio 43216

5. PYRAMID (Vocabulary cards by Dr. J. I. Brown) — $2.50 per deck
   University of Minnesota Bookstore
   St. Paul Campus
   Coffey Hall
   St. Paul, Minnesota 55101

6. Gabriel M. Della-Piana, READING DIAGNOSIS AND PRESCRIPTION — $3.95
   Holt, Rinehart and Winston Inc.
   383 Madison Ave.
   New York, New York 10017

7. Smith and Smith, TEACHING READING TO ADULTS, 1968
   The National Association For Public School Adult Educators
   1201 Sixteenth St., N. W.
   Washington 6, D. C. 20036

8. Edwin H. Smith, LITERACY EDUCATION FOR ADOLESCENTS AND ADULTS, 1970
   Boyd & Fraser Publishing Co. — $5.95
   San Francisco, California 94118

9. Curtis Ulmer, TEACHING THE DISADVANTAGED ADULT, 1969 — $2.00
   National Association for Public School Adult Educators
   1201 Sixteenth St., N. W.
   Washington, D. C. 20036

10. NEWS FOR YOU (newspaper on reading levels 3-5, editions A, B)
weekly publication
Box 131, University Station
Syracuse, New York 13210 Free samples available

11. WORLD TRAVELER (National Geographic magazine on a low reading level)
Dept. RM, 1537 35th St., N. W. $2.25 for 12 issues
Washington, D. C. 20007 Free samples available

RIDING ON AIR

Everywhere you look there are things that make life easier. This story tells how helpful things came to be invented.

Man is riding on air. Airplanes are not the only way he rides on air. He even rides on air in his car. How did man get off the ground? It has not been easy.

For hundreds of years man rode on horses or in wagons with wooden wheels. Then Charles Goodyear made tires of hard rubber. But those tires rode poorly on the bad roads. It took Dr. John Dunlop to find the answer to riding on air.

Dunlop was an Englishman. His son was having a hard time riding his bicycle on the city streets. The bicycle had hard wheels. He went to his father for help. Dr. Dunlop made a tire out of rubber and filled it with air. Then he put some cloth around it and nailed the cloth to the rim of a wooden wheel. He rolled the new wheel across the street. It rolled farther than a hard wheel did. It rode with fewer bumps, too. Dunlop had just made the first balloon tire! Because it was filled with air, he called it a pneumatic tire. (Pneuma means "air" in Greek.)

His son liked the new tires. They helped him win races with the bigger boys. Yet, for a while, Dunlop thought his new tire was only a toy. He was soon to change his mind.

In England at that time, the people loved bicycle races. Dunlop put his new tires on a bicycle for one of the races. The rider was not

very good. But he came in first. Hard tires were just not as fast as Dunlop's.

The Ducros brothers were well-known bicycle racers. They heard about the new tires. They asked Dunlop for some. The next year, the Ducros brothers won all the big races. They won because they used only Dunlop's tires.

It was hard to make pneumatic tires in those days. Many people laughed about them. One paper said that Dunlop's tire was full of hot air! But nothing stopped Dunlop. A few years later, he and the Ducros brothers started a company. They learned better and better ways to make tires. Then came the automobile.

The automobile was only a new toy for rich men at that time. But the Michelin Company wanted to make cars better. They wanted to make the cars go faster. They heard about Dunlop's bicycle tires. Michelin began to make pneumatic tires for cars. Michelin told car makers about Dunlop's tires. By 1895 pneumatic tires were used on most cars. Since then, most of us have been riding on air.

Now turn the page and answer the questions.

Readability level - 1.5
79 words - 8 errors allowed

Selection taken from Addison-Wesley Publishing Company, Inc.

OUTLINE OF COMPREHENSION SKILLS

I. Developing Comprehension skills

- A. Word meaning
- B. Phrase meaning
- C. Sentence meaning
- D. Paragraph meaning
- E. Reading the context
- F. Reading for the main idea
- G. Reading for details
- H. Reading and organizing
  - a. Summarizing
  - b. Outlining
  - c. Underlining
  - d. Notetaking
  - e. Recognizing the sequence of events
- I. Reading for evaluation (comparisons)
- J. Drawing conclusions from the reading
- K. Critical reading

II. Locational Skills

- A. Knowing the parts of a book
- B. Using more than one reference

III. Reading charts, maps, and graphs

- A. Reading maps
- B. Graphs
- C. Tables
- D. Charts
- E. Diagrams

THE WORLD OF WORK

PROBLEM--Maria G. had a heart attack last year. She had good medical care and is better now. She needs a job. But she has to have one that won't put a strain on her heart. She has always been a farm worker, and she doesn't have much education. Two children depend on her for care.
What can Maria do?
ANSWER--Maria found out about the Vocational Rehabilitation Administration. It is a service of the Federal Government. The agency has main offices in most state capitals. There are also district offices around each state. They are listed under "Vocational Rehabilitation" in the section headed "Government" in the Yellow Pages.

Maria went to one of these offices. She got personal job counseling. She was tested for the kinds of work she could do. She got training as a key punch operator. Then she got personal help finding a job.

THE WORLD OF WORK

PROBLEM--Maria G. had a heart attack last year. She had good care. She is better now. But she needs a job. She has to have work that won't put a strain on her heart. She was a farm worker. But that is too hard now. Maria doesn't have much education. What can she do?
ANSWER--Maria went to the Vocational Rehabilitation Administration office. It is a service of the Federal Government. The agency has offices in most state capitals. There are district offices in other cities, too. They are listed in the Yellow Pages under "Government" in the part called "Vocational Rehabilitation."

Maria went to one of these offices. She got personal attention. She was tested for the kinds of work she could do. She was trained to be a key punch operator. Then her counselor helped her find a job.

Here are 20 words; they are all words of one syllable. Theoretically, they should keep the readability indicator pointing to the "very easy" end of the scale. How many of these words are simple for you to understand? Do you know the meaning of each, clearly and unmistakably? Try your skill on this simple test. Any one of these 20 words you might meet in your everyday reading. Or you might meet all of them; it's possible. They were gathered out of newspapers, magazines, advertisements, and general reading material. Here they are:

1. apt: a. likely b. similar c. tense d. fascinated
2. beige: a. light brown b. light purple c. light green d. light blue
3. bode: a. reside b. conceal c. contemplate d. portend
4. brook: a. crush b. tolerate c. cross d. forbid
5. churl: a. vegetable b. monster c. rustic d. utensil
6. crux: a. critical point b. hard shell c. prop d. small bottle
7. crypt: a. edge b. cradle c. mud d. vault
8. deem: a. reduce b. think c. point d. dub
9. dour: a. sullen b. dull c. dark d. old
10. fain: a. straight b. counterfeit c. showy d. well-pleased
11. flag: a. arouse b. whip c. weaken d. defeat
12. foil: a. defeat b. foist c. oppose d. work
13. gaunt: a. ghostly b. medieval c. tall d. emaciated
14. irk: a. labor b. annoy c. dye d. augur
15. limn: a. branch b. portray c. hobble d. straighten
16. moot: a. fastened b. sad c. unlikely d. debatable
17. roil: a. turn b. disturb c. heat d. surround
18. svelte: a. slender b. elegant c. quiet d. sweet
19. tome: a. hat b. note c. book d. giant
20. tort: a. wrongful act b. trunk of the body c. punishment d. twisting motion

Paul D. Leedy, Reading Improvement for Adults, 1956, page 288.

EXERCISE FOR COUNTING ERRORS

1. Reads, mispronounces, hesitates, reads, mispronounces.

2. Reads, mispronounces, needs help, goes back and repeats passage correctly, inserts, reads on.

3. Reads, adds a word, continues but disregards a period, hesitates, reads on, reverses, hesitates, corrects reversal, continues reading.

4. Reads without error but goes back and repeats, inserting a word.

5. Reads along, hesitates, reads, omits a word, hesitates, mispronounces a word but repeats it correctly, reads, mispronounces two words but repeats that phrase and corrects one of the mispronunciations. (The repeated mispronunciation is the same error and is not counted twice.)

6. (Note to teachers: repetitions don't correct each other. Two repetitions of the same word is counted as two errors.) Student reads, mispronounces a word, repeats the mispronunciation, but then repeats and corrects his error.

7. Student reads along, mispronounces a word, hesitates, reads, omits, inserts, and then mixes word order (reversal). He then repeats the passage, making the same mispronunciation and two different hesitation:

8. Student reads, mispronounces two words, hesitates three times, omits a word but goes back and puts it in, reads, needs help on a word, repeats it correctly, then goes back to the beginning and reads the passage fluently and without error.

9. Student reads without error but repeats, inserting once.

10. Student reads, hesitates once, repeats the passage without error.

PART TWO: ORAL PARAGRAPH READING

LEVEL I A

I see a man and a woman. The woman is walking with the man. He is a big man. The woman must hurry to stay up with him. They stop to look at a new car. It is in front of a big store. A man comes up to them. They talk. Then they all get into the car. They go for a ride. Soon they come back. They look happy as they go into the big store. After a while the man and woman come out. They get into the car and ride away. Do you think the man gave them the car?

LEVEL II A

I think Sunday is the finest day of the week. Every Sunday morning my wife and I go visit my wife's mother. She lives on a farm just outside the city. We take our children with us. They like to play with the farm animals. Our boy likes to ride the horse. Our girl likes to feed the chickens. They play until lunch time. Then their grandmother feeds us. Last Sunday we had baked duck, corn, and hot rolls. After that we each had a piece of apple pie. Farm people sure do have good food.

LEVEL III A

I know three men who went hunting Monday. They took a narrow road and drove deep into the forest. Their car got stuck in the mud, but they pushed and pushed and finally got it out. They then decided to back out of the woods for the road ahead looked bad. As they backed out, they hit a tree and knocked it down. They were lucky the car could still run after that. When they got to the edge of the forest, they stopped for a moment. Suddenly a deer raced across their path. No one had expected the deer so it got away without a shot being fired. Now I know three men who will not go hunting for a while!

LEVEL IV A

Do you think you might like to be a truck driver? If so, look into this field. You will find that there are about one and a quarter million truck drivers in the United States. Some of them make short deliveries within a city while others carry goods over long distances. Many of the long distance drivers own their own trucks. These truck drivers not only drive, but they also keep records and care for their trucks. Nearly all drivers have to keep travel reports and do some repair work. Many truck drivers who want to be successful spend much time studying ways of succeeding in the trucking business.

LEVEL V A

The U. S. Post Office uses more than 500,000 workers. These include many clerks, truck drivers, secretaries, and postmen. These workers generally get their positions by doing well on tests of their ability to do the work. However, some get the jobs through other routes. Most often those who get the highest grades on the examinations have their names put on a waiting list. They are then offered jobs according to their rank on the list. Many of the openings are for postmen for over 40,000 of them are needed each year. But in addition to these openings, the business of running the department is so immense that there are thousands of other openings each year. If you would like to know more about this field, you can get more knowledge about it from your post office.

LEVEL VI A

Just to think about strawberries makes my mouth water. In my opinion they taste best with cream and sugar on them, but my wife prefers her strawberries over ice cream. In fact, my whole family has such a great affection for them that we decided to start a strawberry patch in our garden last spring. We cultivated the ground and prepared it for planting. Then we purchased our plants, set them out, and put on a heavy coat of fertilizer. The plants will not result in many berries this year, but next year they should produce great quantities of delicious strawberries. If they bear well enough, we hope to sell some for extra income. To get a good crop we will have to put more fertilizer on and continue to carefully cultivate them. We will also have to spray the plants and give them protection from the robins, who are very fond of them.

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APPENDIX D

TEACHING READING SKILLS TO ADULTS

by

Flora Fowler
Department of Continuing and Higher Education
University of Tennessee
Knoxville, Tennessee

Preparing the Adult to Read

Howard McClusky once related the following thoughts concerning adults: The adult student has "ideas of 'goal seeking' and of 'becoming something better than he now is' which emphasizes the importance of adult aspiration for improvement. The adult is 'not a human being, but a human becoming.'" This quote has implications for all facets for preparing an adult to read.

Actually, in preparing adults for reading, we need a knowledge of physiological, psychological, and sociological factors relating to adult learning. The more knowledge the ABE teacher possesses, the better he will be able to prepare the adult to learn to read.[1]

The specific skills with which the ABE teacher must be concerned in the preparation stages of adult reading are visual and auditory perception and visual and auditory discrimination.

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[1]For further reading in adult psychology, the following books are recommended: ADULT LEARNING, by Irving Lorge and others, and PSYCHOLOGY OF ADULTS, by Irving Lorge, Howard Y. McClusky, and Gale E. Jensen. They are published by Adult Education Association of the U.S.A., 1225 Nineteenth Street, Northwest, Washington, D.C. 20036. Estimated price of each is about $2.00.

Visual Perception and Discrimination. Through visual perception, the graphic symbols achieve meaning for the student. If the adult can discriminate visually, he can identify the likenesses and differences in these graphic symbols. When an adult has difficulties with visual discrimination, this skill must be dealt with before attempting to help him master a skill such as phonic analysis. For example, how can the student correctly pronounce the words cap, cat, and cot from printed stimuli if he cannot differentiate between the letters p and t, or a and o?

There are several ideas which the ABE teacher may use for students with these difficulties.

1. Commercial signs (such as GULF) which have shades of visual differences may be mounted on small cards[2] and used to develop this visual skill by asking the student to identify likenesses and differences in the pictures.

2. Secure two copies of trading stamp catalogs and mount sets of the same pictures from the catalogs (such as clocks) to match for a visual discrimination exercise.

3. Letters of the alphabet may be used for the development of skills in visual discrimination. Stick-on letters may be prepared by pasting the three pages of attached letter guides in Appendix E to the back of a sheet of contact paper. Cut the letters according to the guide,

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[2]In the following sections, reference will be made to preparing sets of cards for use in developing reading skills. These cards may be obtained by cutting unlined 3" x 5" index cards in half.

then peel the adhesive section of the contact paper and stick each one separately to a small card. Several sets of the alphabet (both uppercase and lowercase) may be prepared by using the guide in Appendix E. Identification of the bottom of the card should be made in some way in order to prevent confusion of letters such as n-u, p-d, b-q, m-w, etc. These sets of letters may have several uses:

a. With two sets of uppercase letters, the student may match letters which are identical. The same procedure may be done with lower case or may be limited to only part of the alphabet, such as frequently confused letters b-d, m-n, etc.

b. With a set of uppercase and lowercase letters, the students may match the capital with the small letter. This may begin with those letters which are the same in both upper and lower case except for size, then proceed to those which change in form.

c. Students may match letters of one style with those of another (such as Gothic, Roman, Old English, etc.).

The above skills are primarily for those adults who have not yet learned to read or for those who are in the beginning stages of learning to read. In mastering the techniques necessary to become a fluent reader, two types of skills are primarily involved: those of decoding the printed words and those of understanding what has been decoded. These are referred to as word recognition and comprehension, and these skills are discussed in detail in the following sections.

Word Recognition

Word recognition skills deal with how a reader recognizes or identifies a word. These skills are used both in beginning reading and throughout reading maturity. The major word recognition skills are:

Sight vocabulary

Word analysis skills

Phonic analysis

Structural analysis

Dictionary clues

Context clues

Sight Vocabulary. A reader's sight vocabulary refers to those words which he can recognize on sight without stopping to analyze them.

A reader must have at least a small number of words which he recognizes on sight before he should attempt to master the skills of word analysis. There are several sources and ideas which the ABE teacher may use in developing the adult's sight vocabulary.

1. The Dolch Basic Sight Vocabulary could be used for those in the beginning stage of reading. (For a copy of the Dolch list, see Appendix E.)

2. The Wilson's Essential Vocabulary list was prepared as a list of necessary words an adult must be able to recognize on sight in order to exist as a functional person. (For a copy of this list, refer to Appendix E.)

3. Cards may be prepared by the teacher from commercially prepared reading materials for adults (such as Follett's COMMUNICATION I,

II, and III), by pasting the picture on one side of the card, and the word representing the picture on the other side. The student may proceed through the stack of cards (word side up) until he encounters one he doesn't recognize on sight. In this case, he turns the card over and uses the picture clue for the identification of the word. When the student does rely upon the picture clue, he places these cards in a separate area and studies them one by one until he masters them.

4. Cards may be prepared (in the same manner as described above) by identifying those words which the adult needs for his job. For example, a farmer may need to recognize names of fruits and vegetables. Seed catalogs could be secured for the preparation of these cards.

5. Road signs may be prepared from the TENNESSEE DRIVER'S MANUAL. Words appearing on these signs (such as STOP, SLOW, YIELD, etc.) could be mounted on small cards and used as flash cards. These may be prepared without the use of a driver's manual by following the directions on the three sheets entitled "Preparation of Miniature Road Signs" (Appendix E). Other than the development of a basic sight vocabulary, these signs may have the following uses:

a. They may be used to teach discrimination skills. The same word which appears on the sign could be written on another card without the visual context of the sign. The student could match identical words. Other examples would be to ask the student to find words which are different in two signs such as "NO LEFT TURN" and "NO RIGHT TURN," or to determine the difference in two signs such as "TRUCK CROSSING" and "TRUCKS CROSSING."

b. Signs may be grouped in order to teach specific sounds, such as the consonant blend st in "STOP," sl in "SLOW," or sp in "SPEED LIMIT."

c. Direction signs may be matched with signs containing the words for that direction, such as "SHARP CURVE" or "INTERSECTION."

d. Other language skills may be taught incidentally. Some examples would be teaching compound words with "PLAYGROUND" or "AIRPORT," or closure with "THRU TRUCK ROUTE" or "LOW CLEARANCE 11 FT. 6 IN."

6. Brand names may also be used to develop a sight vocabulary. Pictures of brand products could be cut from magazines and mounted on small cards. Some of the same ideas suggested may also be used with these cards.

Phonic Analysis. When a student is able to pronounce an unknown word through a knowledge of its sounds, he is using the skills of phonic analysis. Several ideas are suggested to the teacher in aiding the student in the development of these skills.

1. Brand names and road signs previously mentioned may be used to teach the sound-symbol relationships.

2. Letter cards (Appendix E) may be prepared according to earlier directions. Two major uses may result from these cards.

a. Use the letter cards to determine the beginning sounds of words read or shown to the class. Initial consonants, initial consonant blends (Appendix E), sc, sk, sm, sn, sp, st, str, sw, bl, cl, fl, gl, pl, sl, spl, dr, cr, br, fr, gr, pr, tr, scr) and the consonant diagraphs (Appendix E, ch, th, sh, ph, gn, kn) may be used for this purpose

after these sounds and sound combinations have been taught. Group responses may be achieved in various ways. One suggestion may be carried out by giving each student 3 cards (such as ch, sh, and th) and letting each one hold up the card which he thinks represents the digraph at the beginning of the word which you read. A list of words, each beginning with one of these three digraphs would be necessary. Many variations of this idea may be used.

b. Use the letter cards to determine the ending sounds of words read or shown to the class. Final consonants, final consonant blends (Appendix E, st, nd, rt, and lb) and consonant digraphs (ch, th, sh, gh, ng, and ck) may be used.

3. The sounds of vowels can be taught by obtaining several pictures which have names containing these vowels. Write the vowel on a separate card and let the student group the pictures with that vowel. Exercises could begin with only two vowels such as short a and short e. Possible picture cards for these might bat, vest, cat, hand, belt, sled, etc. The student groups the picture with the proper sound. This exercise would eventually include all the vowel sounds, including diphthongs. Activities should begin with one-syllable words. Many activities correlated with sounds could be used with this section.

4. Pictures of objects which rhyme with each other may be obtained for this section. Activities may include arranging 10 pictures (such as bug, car, tie, boat, pie, hat, star, coat, rug, cat) for the students to pair according to those which rhyme with each other. Begin with pairs or rhyming one-syllable words and proceed to three or more groups of rhyming multi-syllable words.

For a relatively quick and simple determination of a student's phonics knowledge, Dr. Ira E. Aaron has prepared a Phonics Inventory. A copy of this inventory and directions for use are in Appendix E.

Additional information concerning knowledge of phonics generalizations is found in Appendix E.

Structural Analysis. When a reader relies upon a knowledge of word parts (prefixes, roots, suffixes, or syllables) to analyze an unknown word, he is using the skills of structural analysis. Several ideas are suggested for teacher use:

1. A programmed vocabulary text by Dr. James I. Brown called PROGRAMMED VOCABULARY[5] may be used to teach the skills of structural analysis. His idea with this text centers around the thought that if a reader knows the meaning of one word part, it will be the key to unlock the meanings of other unknown words. Appendix E contains a list of his "14 Words--Keys to the Meaning of 14,000 Words."

2. Another device prepared by Dr. Brown is a vocabulary game called PYRAMID.[6] In this game, the cards containing roots are colored gray, those containing prefixes are red, and those containing suffixes are gold (with the exception of the three inflectional suffixes which

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[5]PROGRAMMED VOCABULARY, by Dr. James I. Brown, may be purchased from Lyons & Carnahan, 407 E. 25th Street, Chicago, Illinois 60616, for a net price of 75¢ and also 75¢ for the teacher's edition.

[6]PYRAMID (a deck of vocabulary cards by Dr. James I. Brown) may be purchased from University of Minnesota Bookstore, St. Paul Campus, Coffey Hall, St. Paul, Minnesota 55101, for $2.50 a deck.

are green.) The game may be played similar to Rummy with the object being to make as many words as possible. For a copy of the roots and affixes in this game, see Appendix E.

Dictionary Clues. Another skill of learning to recognize words involves that of using the dictionary. Long extensive drills on dictionary use are not recommended. However, teaching the reader to use the pronunciation guide at the bottom of each dictionary page is all that is necessary. Never have the student memorize the symbols, for all dictionaries are different. Learning how to use the key to pronunication will be an invaluable aid in word recognition.

Context Clues. When a word is recognized through the use of the surrounding visual clues, the reader is using the skills of context. This is also a skill of comprehension, depending upon whether the student uses the context to determine how to pronounce the word or what the word itself means.

Comprehension Skills

There are many complicated and detailed lists of reading comprehension skills available in reading publications. Perhaps an extensive list of these skills would total several hundred individual comprehension skills. However, for the ABE teacher a list of six major comprehension skills has been prepared. (See Appendix E.) These skills are:

Main idea
Detail
Sequence
Context
Drawing conclusions
Reasoning

Main Idea. This skill involves stating the "jist" of the paragraph or story. At easier levels the student might select one of several choices of answers. At more difficult levels he may state the main idea in his own words. This skill is one which needs emphasis in adult reading because of the conditioning of the students to respond to facts rather than main thoughts.

Details. This involves finding who, what, where, when, or some other specific fact from the story. Because of the over-emphasis already placed on this skill, ideas are not suggested in this paper.

Sequence. The skill of sequence denotes order of events. Many clue words, such as then, next, later, etc., may be signals for the skill of sequence.

Several ideas are suggested for the development of this skill:

1. Cartoon strips from the daily newspaper may be prepared for teaching the skill of sequence. See Appendix E for directions and samples of materials.

2. Recipes may be used in order to determine the first step, the second, the third, etc. in preparing the dish.

3. Arranging holidays, days of the week, months of the year, etc. may also be used.

4. Pictures depicting a story sequence may be mounted on small cards and arranged in order by the student.

Context. Comprehension through context involves applying the knowledge of the surrounding words or sentence parts to determine the

meaning of a word or phrase. Many commercially prepared materials are available for developing this skill.

Drawing Conclusions. This skill involves "reading between the lines." The conclusions may be drawn from directly stated facts or may be inferred by the reader. Many commercially prepared materials are also available for developing this skill.

One additional suggestion involves the use of single-frame cartoons appearing in the daily newspaper. See Appendix E for directions for preparation and for samples of materials.

Reasoning. Some reasoning skills are detecting propaganda techniques, determining fact and opinion, predicting outcomes, evaluating reading selections, reflecting on what was read, or any skill involving reading "beyond the lines."

* * * * * * * * * *

At this point many ABE teachers ask the question, "How do I train students in these skills without totally relying upon commercially prepared materials?" The CLOZE Procedure is a technique which the teacher can prepare simply and easily. Explanation and examples are provided in Appendix E.

APPENDIX E

DOLCH'S BASIC SIGHT VOCABULARY OF 220 WORDS

1. a
2. about
3. after
4. again
5. all
6. always
7. am
8. an
9. and
10. any
11. are
12. around
13. as
14. ask
15. at
16. ate
17. away
18. be
19. because
20. been
21. before
22. best
23. better
24. big
25. black
26. blue
27. both
28. bring
29. brown
30. but
31. buy
32. by
33. call
34. came
35. can
36. carry
37. clean
38. cold
39. come
40. could
41. cut
42. did
43. do
44. does
45. done
46. don't
47. down
48. draw
49. drink
50. eat
51. eight
52. every
53. fall
54. far
55. fast
56. find
57. first
58. five
59. fly
60. for
61. found
62. four
63. from
64. full
65. funny
66. gave
67. get
68. give
69. go
70. goes
71. going
72. good
73. got
74. green
75. grow
76. had
77. has
78. have
79. he
80. help
81. her
82. here
83. him
84. his
85. hold
86. hot
87. how
88. hurt
89. I
90. in
91. in
92. into
93. is
94. it
95. its
96. jump
97. just
98. keep
99. kind
100. know
101. laugh
102. let
103. light
104. like
105. little
106. live
107. long
108. look
109. made
110. make
111. many
112. may
113. me
114. much
115. must
116. my
117. myself
118. never
119. new
120. no
121. not
122. now
123. of
124. off
125. old
126. on
127. once
128. one
129. only
130. open
131. or
132. our
133. out
134. over
135. own

136. pick
137. play
138. please
139. pretty
140. pull
141. put
142. ran
143. read
144. red
145. ride
146. right
147. round
148. run
149. said
150. saw
151. say
152. see
153. seven
154. shall
155. she
156. show
157. sing
158. sit
159. six
160. sleep
161. small
162. so
163. soon
164. some
165. start
166. stop
167. take
168. tell
169. ten
170. thank
171. that
172. the
173. their
174. them
175. then
176. there
177. these
178. they
179. think
180. this
181. those
182. three
183. to
184. today
185. together
186. too
187. try
188. two
189. under
190. up
191. upon
192. us
193. use
194. very
195. walk
196. want
197. warm
198. was
199. wash
200. we
201. well
202. went
203. were
204. what
205. when
206. where
207. which
208. white
209. who
210. why
211. will
212. wish
213. with
214. work
215. would
216. write
217. yellow
218. yes
219. you
220. your

WILSON'S ESSENTIAL VOCABULARY*

ADULTS ONLY
ANTIDOTE

BEWARE
BEWARE OF THE DOG
BUS STATION
BUS STOP

CAUTION
CLOSED
COMBUSTIBLE
CONDEMNED
CONTAMINATED

DEEP WATER
DENTIST
DON'T WALK
DO NOT CROSS, USE TUNNEL
DO NOT CROWD
DO NOT ENTER
DO NOT INHALE FUMES
DO NOT PUSH
DO NOT REFREEZE

DO NOT SHOVE
DO NOT STAND UP
DO NOT USE NEAR HEAT
DO NOT USE NEAR OPEN FLAME
DOCTOR (DR.)
DOWN
DYNAMITE

ELEVATOR
EMERGENCY EXIT
EMPLOYEES ONLY
ENTRANCE
EXIT
EXIT ONLY
EXPLOSIVES
EXTERNAL USE ONLY

FALLOUT SHELTER
FIRE ESCAPE (EXTINGUISHER)
FIRST AID
FLAMMABLE
FOUND
FRAGILE

GASOLINE
GATE
GENTLEMEN

HANDLE WITH CARE
HANDS OFF
HELP
HIGH VOLTAGE

IN
INFLAMMABLE
INFORMATION
INSTRUCTIONS

KEEP AWAY
KEEP CLOSED AT ALL TIMES
KEEP OFF (THE GRASS)
KEEP OUT

LADIES
LOST
LIVE WIRES

MEN

NEXT (WINDOW) (GATE)
NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO LOITERING
NO FISHING
NO HUNTING
NO MINORS
NO SMOKING
NO SPITTING
NO SWIMMING
NO TOUCHING
NO TRESPASSING

NOT FOR INTERNAL USE
NOXIOUS
NURSE

OFFICE CONSTRUCTION
OPEN
OUT
OUT OF ORDER

PEDESTRIANS PROHIBITED
POISON!
POISONOUS
POLICE (STATION)
POST NO BILLS
POST OFFICE
POSTED
PRIVATE
PRIVATE PROPERTY
PULL
PUSH

SAFETY FIRST
SHALLOW WATER
SHELTER
SMOKING PROHIBITED
STEP DOWN (UP)

TAXI STAND
TERMS CASH
THIN ICE
THIS END UP
THIS SIDE UP

UP
USE BEFORE (DATE)
USE IN OPEN AIR
USE OTHER DOOR
VIOLATORS WILL BE PROSECUTED

WALK
WANTED
WARNING
WATCH YOUR STEP
WET PAINT
WOMEN

ALL CARS (TRUCKS) STOP
ASK ATTENDANT FOR KEY

BEWARE OF CROSS WINDS
BRIDGE OUT
BUS ONLY

CAUTION
CONSTRUCTION ZONE
CURVE

DANGER
DANGEROUS CURVE
DEAD END
DEER (CATTLE) CROSSING
DETOUR
DIM LIGHTS
DIP
DO NOT BLOCK WALK (DRIVEWAY)
DO NOT ENTER
DRIFTING SAND
DRIVE SLOW

EMERGENCY VEHICLES ONLY
END 45
END CONSTRUCTION
ENTRANCE
EXIT ONLY
EXIT SPEED 30

FALLING ROCKS
FLOODED
FLOODS WHEN RAINING
FOUR WAY STOP
FREEWAY

GARAGE
GATE
GO SLOW

HOSPITAL ZONE

INSPECTION STATION

JUNCTION 101 A

KEEP TO THE LEFT (RIGHT)

LANE ENDS
LAST CHANCE FOR GAS
LEFT LANE MUST TURN LEFT

LEFT TURN ON THIS SIGNAL ONLY
LEFT TURN ONLY
LEFT TURN O.K.
LOADING ZONE
LOOK
LOOK OUT FOR THE CARS (TRUCKS)
LISTEN

M.P.H.
MECHANIC ON DUTY
MEN WORKING
MERGE LEFT (RIGHT)
MERGING TRAFFIC
MILITARY RESERVATION

NEXT
NO LEFT TURN
NO PARKING
NO PASSING
NO RIGHT TURN ON RED LIGHT
NO SMOKING AREA
NO STANDING
NO STOPPING
NO TURNS
NO "U" TURN
NOT A THROUGH STREET

ONE WAY
DO NOT ENTER
ONE WAY STREET

PAVEMENT ENDS
PED X ING
PLAYGROUND
PROCEED AT YOUR OWN RISK
PRIVATE ROAD
PUT ON CHAINS

R.R.
RAILROAD CROSSING
RESTROOMS

RESUME SPEED
RIGHT LANE MUST TURN RIGHT
RIGHT TURN ONLY
ROAD CLOSED
ROAD ENDS

SCHOOL STOP
SCHOOL ZONE
SLIDE AREA
SLIPPERY WHEN WET (FROSTY)
SLOW DOWN
SLOWER TRAFFIC KEEP RIGHT
SPEED CHECKED BY RADAR
STOP
STOP AHEAD
STEEP GRADE
STOP FOR PEDESTRIANS
STOP WHEN OCCUPIED
STOP MOTOR

THIS LANE MAY TURN LEFT
THIS ROAD PATROLLED
BY AIRCRAFT
THREE WAY LIGHT
TURN OFF 1/2 MILE
(1/4 MILE)
TURN OFF
TRAFFIC CIRCLE
TRUCK ROUTE

UNLOADING ZONE
USE LOW GEAR

WATCH FOR FLAGMAN
WATCH FOR LOW
FLYING AIRCRAFT
WINDING ROAD

YIELD
YIELD RIGHT OF WAY

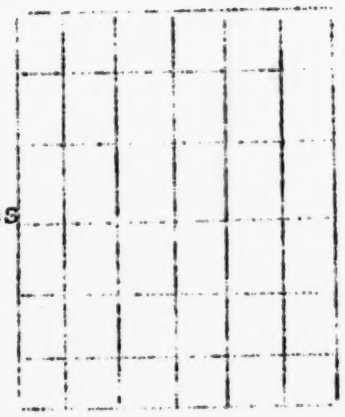
*Corlett T. Wilson, "An Essential Vocabulary"
The Reading Teacher 17; 94-96, Nov., 1963

PREPARATION OF MINIATURE ROAD SIGNS

Obtain 9 x 12 sheets of white and yellow construction paper. Many signs may be prepared by marking these sheets in black magic marker according to the following directions:

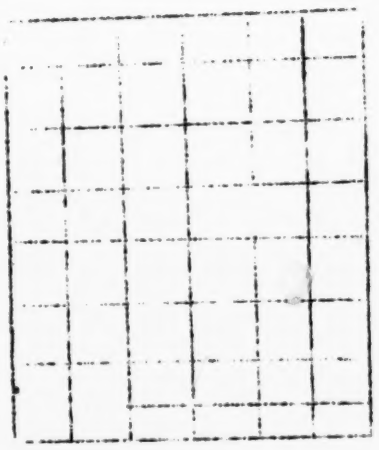
White

2" x 1½" rectangles



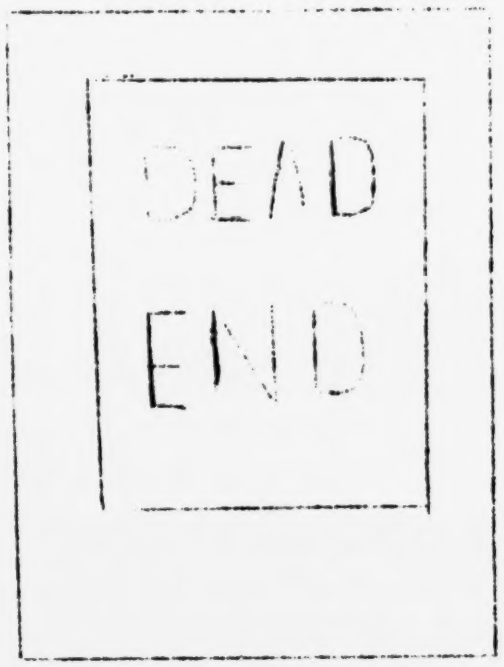
Yellow

1½" x 1½" squares



The black lines made by the magic marker serve as borders for the signs after they are pasted on the cards. On the white rectangular signs print the signs in Column A on the next page with a black felt-tip pen. On the yellow squares print these in Column B.

Example of white sign, actual size



Example of yellow sign, actual size

COLUMN A
(White Signs)

BUS STOP
BUS STOP NO PARKING ANY TIME
CROSS AT PAVED CROSS-OVER ONLY
DEAD END
DEAD END ROAD
DEAD END STREET
DIVISION OF ROUTE AHEAD
DO NOT BLOCK ALLEY
DO NOT BLOCK DRIVEWAY
DO NOT BLOCK STREET
DO NOT ENTER
DO NOT PASS
DO NOT PASS WHEN YELLOW LINE IS IN YOUR LANE
EMERGENCY STOPPING AND PARKING ONLY
END 15 MILE SPEED
END SCHOOL ZONE
JUNCTION OF ROUTES
KEEP LEFT
KEEP OFF MEDIAN
KEEP RIGHT
KEEP RIGHT EXCEPT TO PASS
LEFT LANE MUST TURN LEFT
LITTER DEPOSIT
LITTER DEPOSIT AHEAD
MERGE LEFT
MERGE LEFT INTO SINGLE LAND
MERGE RIGHT
MERGE RIGHT INTO SINGLE LANE
NO LEFT TURN
NO RIGHT TURN
NO STOPPING EXCEPT FOR REPAIRS
NO THRU STREET
NO TURNS
NO U TURN
PASS WITH CARE
REDUCE SPEED AHEAD
RESUME NORMAL SPEED
RIGHT LANE ENDS
RIGHT LANE MUST TURN RIGHT
SCHOOL CROSSING
SINGLE LANE
SLOWER TRAFFIC KEEP RIGHT
SPEED LIMIT 45
SPEED LIMIT 55 TRUCKS 45
SPEED LIMIT 45 MINIMUM 30
SPEED ZONE AHEAD
STOP FOR SCHOOL BUS LOADING OR UNLOADING
THRU TRAFFIC USE LEFT LANE
THRU TRAFFIC USE RIGHT LANE
THRU TRUCK ROUTE
TRUCK ROUTE
TRUCKS KEEP 300 FT APART
TRUCKS USE LOW GEAR
TURN LEFT FROM LEFT LANE ONLY
TURN RIGHT FROM RIGHT LANE ONLY
$25.00 FINE FOR LITTERING HIGHWAY
TWO WAY TRAFFIC AHEAD
UNLAWFUL TO LITTER ON HIGHWAY
WEIGHT LIMIT 10 TONS
WRONG WAY

CCLUMN B
(Yellow Signs)

AIRPORT
BRIDGE OUT
BUMP
CATTLE CROSSING
CHILDREN PLAYING
CHURCH
CONSTRUCTION AHEAD
CONSTRUCTION ENDS
DANGEROUS INTERSECTION
DEER CROSSING
DETOUR
DETOUR AHEAD
DIP
DIVIDED HIGHWAY
DIVIDED HIGHWAY ENDS
FALLING ROCK
FIRE STATION
HILL
HOSPITAL
JUNCTION
LEFT LANE ENDS
LEFT LANE ENDS 1000 FT
LOW CLEARANCE
LOW CLEARANCE 11 FT 6 IN
LOW SHOULDER
MEN WORKING
MERGING TRAFFIC
NARROW BRIDGE
NARROW ROAD
PAVEMENT ENDS
PAVEMENT NARROWS
PLANT ENTRANCE
PLAYGROUND
RIGHT LANE ENDS
RIGHT LANE ENDS 1000 FT
ROAD CONSTRUCTION
ROAD CONSTRUCTION 1500 FT
ROAD CONSTRUCTION 1000 FT
ROAD CONSTRUCTION 500 FT
ROAD ENDS
ROAD NARROWS
ROUGH ROAD AHEAD
SCHOOL ENTRANCE
SCHOOL CROSSING
SCHOOL ZONE
SHARP CURVE AHEAD
SHARP CURVES AHEAD
SIGNAL AHEAD
SIGNALS AHEAD
SLIPPERY WHEN WET
SLOW CHILDREN PLAYING
SLOW CONGESTED AREA
SLOW MEN WORKING
SOFT SHOULDER
STOP AHEAD
TRAFFIC SIGNAL AHEAD
TRAFFIC SIGNALS AHEAD
TRUCK CROSSING
WATCH FOR ICE ON BRIDGES
WATCH FOR FALLEN ROCKS
WATCH FOR SLIDES

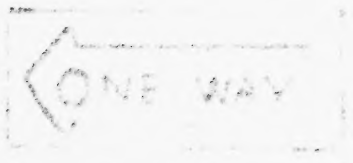
YIELD

ed with white
letters)

Yellow triangle

Green sign with white

Others:
BARRICADE
PHONE
REST AREA
GAS
FOOD
LODGING
THINK SAFETY



JCT

PHONICS INVENTORY

by

Dr. Ira E. Aaron

The following sheet is a phonics inventory prepared by Dr. Ira E. Aaron of the University of Georgia. Administration of this inventory takes 3-5 minutes and will reveal the student's present knowledge of phonics and/or his ability to form generalizations concerning the pronunciations of the sounds of our language.

Instructions: Have the student pronounce the nonsense words in Section A by going down each column. Circle errors as he makes them. Score across the page to check his knowledge of each phonics generalization. For example, if he missed two or more of the nonsense words mage, bime, and blete, chances are he does not possess the ability to generalize the effect a final e has on a syllable. For each of the eight generalizations which he does not possess, make a note of it under "Remarks" at the bottom of the page.

In Section B, items 1-7 will test the student's knowledge of pronunciation of consonant digraphs, and 8-35 will test his knowledge of consonant blends. Write each digraph or blend missed at the bottom of the page.

For the last section, just ask the student if he knows the sound and record his response. Note his errors at the bottom of the page.

Upon completion of administering this inventory, you will have in the four lines at the bottom an inventory of the student's phonics ability. Practice administering this with your friends.

Phonics Inventory (IE/U. Ga.) Date:_____ Name:_____

A. Pronounce these words:

1. mage_____	9. bime_____	17. blete_____	Final e _____
2. cail_____	10. droac_____	18. glay_____	Double vowel _____
3. tac_____	11. flut_____	19. toe_____	Closed syl. _____
4. ta_____	12. flo_____	20. te_____	Open syl. _____
5. dar_____	13. lur_____	21. flir_____	r controler _____
6. dal_____	14. fau_____	22. faw_____	l, u, w _____
7. cil_____	15. cym_____	23. cet_____	Soft c _____
8. geb_____	16. gyn_____	24. gik_____	Soft g _____

Response: rapid_____ moderate_____ slow_____

B. Pronounce these words:

1. chu_____	8. blu_____	15. fru_____	22. sku_____	29. tru_____
2. shu_____	9. clu_____	16. glu_____	23. slu_____	30. twu_____
3. thu_____	10. bru_____	17. gru_____	24. smu_____	31. chru_____
4. whu_____	11. plu_____	18. cru_____	25. snu_____	32. shru_____
5. wru_____	12. pru_____	19. dru_____	26. spu_____	33. stru_____
6. gnu_____	13. qu_____	20. dou_____	27. stu_____	34. scru_____
7. phu_____	14. scu_____	21. flu_____	28. swu_____	35. thru_____

Response: rapid_____ moderate_____ slow_____

Tell me the following sounds:

1. short a ____	3. short e ____	5. short i ____	7. short o ____	9. short u ____
2. long a ____	4. long e ____	6. long i ____	8. long o ____	10. long u ____

Remarks:

A. Phonics principles _____

B. Consonant digraphs (1-7) _____

Consonant blends (8-35) _____

C. Long and short sounds _____

WORD RECOGNITION SKILLS
(Prepared by I. E. Aaron, University of Georgia)

Word Recognition Skills

1. Sight vocabulary
2. Picture clues
3. Context clues
4. Noting endings with no change in root
5. Noting endings with change in root
6. Compound words
7. Contractions
8. Prefixes
9. Suffixes
10. Syllabication
11. Phonics
12. Dictionary use

ooo ooo ooo ooo ooo ooo ooo ooo ooo ooo ooo ooo

1. Sight vocabulary (Two meanings: Process of teaching words as wholes; words recognized instantly)

2. Picture clues (Using picture to help figure out unknown word)

3. Context clues (Word recognition clues coming from surrounding words in sentence or paragraph)

4. Noting endings with no change in root (Adding s, 's, ed, ing, ly, er, est, etc. to form new words when no change is made in the root word)

5. Noting endings with change in root
   a. When root word ends in single consonant, consonant may be doubled before adding ed or ing. (hopped, hopping, stopped, stopping, cutting)
   b. Double consonant just before ending gives clue to sound of preceding vowel; reader should try short sound first. (hopping, cutting, stopping)
   c. Single consonant just before ending gives clue to sound of preceding vowel; reader should try long sound first. (hoped, hoping, filed, filing)
   d. When root word ends in e, the e may be dropped before adding ing, ed, est, er or other endings beginning with a vowel. (hoped, hoping, cuter, cutest)
   e. When root word ends in y, sometimes y is changed to i before ending is added. (dried, dries, cried, cries, flies, fried, fries)
   f. When root word ends in f or fe, the f is sometimes changed to v before adding an ending. (wolves, knives, halves, loaves)

6. Compound words (Recognition of new words made of two known words, as cowboy)

7. Contractions (Words in which letters are omitted, as don't)

8. Prefixes (Meaning elements added to beginning of words to make new words)

9. Suffixes (Meaning elements added to ending of words to make new words)

10. Dictionary use
    a. Alphabetizing (by single and multiple letters)
    b. Understanding purpose of and using guide words
    c. Selecting correct definition from among those offered
    d. Knowing how to open dictionary efficiently
    e. Using key to pronunciation
    f. Using diacritical markings
    g. Using pronunciation spellings
    h. Knowing and using accent marks
    i. Knowing how to decide correct entry word in cases of words with prefixes and suffixes
    j. Using word origin comments included in dictionary
    k. Using parts of speech markings included in dictionary

11. Phonics (Association of sound with individual letters or groups of letters and phonics principles)
    a. Consonants (Sounds made by obstructing the breath with the tongue, lips, or teeth, or some combination of these.)
    b. Consonant digraphs (Two letters representing one speech sound)
    c. Consonant blends (two or more consonant sounds blended together so that the sound of neither is lost)
    d. Initial and final consonant substitutions (Substituting one consonant sound for another in an unknown word in order to unlock word)
    e. Vowels (Sounds made openly, with no obstruction of flow of breath as sounds are uttered)
    f. Vowel digraphs (Two vowel letters representing one sound)
    g. Diphthongs (Combination of two vowel sounds blended together so that traces of both sounds are retained)
    h. Phonics principles
        (1) When short words end in consonant followed by e, usually the e is silent and the preceding vowel is long. (like, cute, stone)
        (2) When two vowels come together in a word or syllable, usually the first is long and the second is silent. (boat, drain, clean)
        (3) The sound of a single vowel letter in a word or an unaccented syllable, if it comes at the end of word or syllable, usually is long. (cry, he)
        (4) The sound of a single vowel letter in word or syllable ending in consonant is usually short. (cat, let, ask, cup, in)
        (5) When a single vowel letter in word or accented syllable is followed by r, r usually controls vowel sound, (bird, sir, fur)
        (6) When a is followed by l, w, or u, sound of a is usually is neither long nor short and usually takes sound of au in haul. (also, fall, raw)
        (7) When c precedes e, i, or y, the sound of c is usually soft (as s); in other cases, it usually is hard (as k). (city, cent)
        (8) When g precedes e, i, or y, sound of g is usually soft (as j); in other cases it usually is hard (as g). (gem, giraffe, gypsy)

gate	gatȩ	nail	cry	birth	cigar
shine	shinȩ	grain	he	fir	cedar
use	usȩ	clean	fly	first	cypher
like	likȩ	goat	go	her	cite
pale	palȩ	beat	me	fur	cell

12. Syllabication
    a. When two consonants come between two vowels in a word, the syllable division usually comes between the two consonants. (per/haps)
    b. When one consonant comes between two vowels in a word, the syllable division usually comes before the consonant. (va/cant, be/gan)
    c. When the last three letters of a word are a consonant followed by le, usually final syllable stress consists of consonant plus le. (ma/ple, un/cle)

Some summary comments about phonics instruction

1. The teacher should know the word recognition skills in order to teach them well to children.
2. A dictionary should be kept handy for quick checking when a question arises about the accuracy of some part of phonics teaching.
3. Practice should be given in hearing sounds as a readiness of phonics work.
4. Examples used in teaching short vowel sounds should be words pronounced accurately in community in which teaching occurs.
5. If possible, let phonics practice grow out of something the child has just read.
6. Begin with known words and then move to the unknown.

THE FOURTEEN WORDS

Keys to the meanings of over 14,000 words

	WORDS	PREFIX	COMMON MEANING	ROOT	COMMON MEANING
1.	Precept	pre-	(before)	capere	(take, seize)
2.	Detain	de-	(away, down)	tenere	(hold, have)
3.	Intermittent	inter-	(between, among)	mittere	(send)
4.	Offer	ob-	(against)	ferre	(bear, carry)
5.	Insist	in-	(into)	stare	(stand)
6.	Monograph	mono-	(alone, one)	graphein	(write)
7.	Epilogue	epi-	(upon)	logos	(speech, study of)
8.	Aspect	ad-	(to, towards)	specere	(see)
9.	Uncomplicated	un-	(not)	plicare	(fold)
		com-	(together, with)		
10.	Nonextended	non-	(not)	tendere	(stretch)
		ex-	(out, beyond)		
11.	Reproduction	re-	(back, again)	ducere	(lead)
		pro-	(forward, for)		
12.	Indisposed	in-	(not)	ponere	(put, place)
		dis-	(apart, not)		
13.	Oversufficient	over-	(above)	facere	(make, do)
		sub-	(under)		
14.	Mistranscribe	mis-	(wrong)	scribere	(write)
		trans-	(across, beyond)		

by Dr. James I. Brown, Professor of Rhetoric, University of Minnesota

VOCABULARY WORD CARDS

	Prefix	meaning	example
1.	de-	down, away	depart
2.	circum-	around	circumference
3.	in-	not, into	include, indecent
4.	im-	not, into	immature, import
5.	pre-	before	prepare
6.	per-	through	permit
7.	pro-	for, forward	provide
8.	o(b)-	against	object
oc	oc-	against	occur
	of-	against	offense
	op-	against	opposite
9.	co(m)-	together	compress
	con-	together	contain
10.	di(s)-	away, ot	dismiss
	dif-	away, not	different
11.	un-	not	undecided
12.	inter-	between	intervene
13.	trans-	across	transport
14.	a(d)-	to	adventure
	ac-	to	accept
	af-	to	affect
	ag-	to	aggrevate
	an-	to	answer
	ap-	to	appear
	as-	to	ascend
	at-	to	attend
15.	re-	again, back	return
16.	e(x)-	out	exit
	ef-	out	effuse
17.	su(b)-	under	submarine
	suf-	under	suffer
	sup-	under	suppress
	sus-	under	sustain
	suc-	under	success

Suffixes

1.	-able
	-ible
2.	-(s)ive
3.	-ur(e)
4.	-iz(e)
5.	-is(e)
6.	-ly
7.	-(s)ion
8.	-(u)al
9.	-(i)ty
	-(t)ion
10.	-or
	-er
11.	-at(e)
12.	-ance
	-ence
13.	-ative
14.	-ant
	-ent
15.	-(i)ous
16.	-(a)tion
*17.	-(e)s
*18.	-ed
*19.	-ing

	Root	Meaning	Example
1.	-ten(d)-	stretch	pretend
	-tens(e)	stretch	intence
2.	-cord-	heart	cordial
3.	-mov(e)-	move	moveable
	-mo(t)(e)	move	promote
4.	-spect-	look	inspect
5.	-cess-	go, yield	promote
	-ced(e)	go, yield	proceed
	-ceed-	go, yield	proceed
6.	-fer(r)-	bear	transfer
7.	-form-	shape	transform
8.	-clus(e)	close	recluse
	-clud(e)	close	include
9.	-vis(e)	see	visor
	-vid(e)	see	provide
10.	-sist-	stand	insist
	-sta(nt)	stand	constant
	-stat(e)	stand	statement
11.	-mit(t)	send	permit
	-miss-	send	permission
12.	-vert-	turn	invert
	-vers(e)-	turn	reverse
13.	-habit-	have	habitual
	-hibit-	have	inhibit
14.	-port-	carry	portable
15.	-gress-	step	progress
	-grad(e)	step	upgrade
16.	-duc(e)-	lead	induce
	-duct-	lead	product
17.	-pli(e)-	fold	pliers
	-ply-	fold	imply
18.	-cept-	take	accept
	-ceiv(e)	take	receive
	-cap(t)-	take	capture
19.	-voc-	call	vocal
	-vok(e)-	call	invoke
20.	-script-	write	subscription
21.	-press-	press	impress
22.	-tract-	draw	subtract
23.	-not(e)-	know	notice
24.	-clam-	call	exclamation
	-claim-	call	proclaim
25.	-posi(t)-	place	position
	-pos(e)-	place	impose
	-post-	place	postpone
26.	-vent-	come	convention
	-ven(e)-	come	convene
27.	-fact-	make, do	facile
	-fect-	make, do	infect
28.	-ject-	throw	inject
29.	-equ(a)-	equal	equator
30.	-ten(t)-	hold	intention
	-tain-	hold	obtain
31.	-serv(e)	save	preserve
32.	-fus(e)-	pour	infusion

COMPREHENSION SKILLS FOR ABE STUDENTS

Many classifications of reading skills are in print and in use. Barrett has outlined the comprehension skills in detailed form; however, for concentration in adult reading classes, the following simplified form is suggested:

Main Idea: This skill involves stating the "jist" of the paragraph or story. At easier levels the student might select one of several choices. At more difficult levels he may state the main idea in his own words.

Detail. This involves finding who, what, where, when, or some other specific fact from the story. Be careful not to overemphasize this skill.

Sequence. The skill of sequence denotes order of events. Many clue words, such as then, next, later, etc., may be signals for the skill of sequence.

Context. Comprehension through context involves applying the knowledge of the surrounding words or sentence parts to determine the meaning of a word or phrase.

Drawing Conclusions. This skill involves "reading between the lines." The conclusions may be drawn from directly stated facts or may be inferred by the reader.

Reasoning. Some reasoning skills are detecting propaganda techniques, determining fact and opinion, predicting outcomes, evaluating reading selections, reflecting on what was read.

NEWSPAPER EXERCISE D

"Using Daily Cartoon Strips"

(A Guide for Teachers)

Explanation: This exercise involves pasting each frame of the cartoon strip from a daily newspaper on a separate card and allowing the student to arrange these cards in the proper sequence. The student may then explain orally why he arranged them in that manner.

Skills: Primary emphasis--Reading/Thinking skills (Sequence and Organization)
Speaking/Thinking skills

Secondary emphasis--All reading skills
Writing skills

Instructions:

A. For preparation by teacher

1. Cut from the newspaper those daily cartoon strips which can logically be arranged in only one order.

2. Cut several unlined 3"x5" index cards in half (3"x2½"). Mount each frame of the cartoon strip on a separate card. Also write or paste title on separate card. This will usually total four or five cards for each cartoon strip.

3. On the back of each card, number in the proper sequence so the student may turn the cards over to use as a self-checking device after he has arranged them.

4. If several strips of the same title are used, it will be necessary to be able to identify those cards belonging to the same strip (in case some cards become mixed). This may be done by using the initials of the cartoon strip itself and number each strip. (Example: For the first strip of Peanuts, write P-1 on the bottom of the back of each card in the first strip, P-2 on the botton of the back of each card in the second strip, etc. See example sheet for guide.)

5. Place all cards for one strip in an envelope of some type. Library book pockets are excellent for this purpose. On the outside of each envelope, write the same number system as identified in step 4. (See example sheet for guide.)

6. Arrange in numerical order in small box.

B. For previously prepared materials

1. With sheets of xeroxed cartoon strips, place rows of double-stick tape on edges. Cut into separate frames.

2. Follow steps 2-6 in section A.

Suggestions for classroom use:

A. For entire classroom use

1. Circulate envelopes of cartoon strips among participating students.

2. Allow them to arrange cards in order on their desks. Upon arranging cards, each student may turn cards over to check sequence of numbers on the back. He may then re-circulate his envelope. Various possibilities exist for scoring.

3. As a speaking exercise, the student may explain the sequence of frames in the cartoon strips to others. This is a particularly good speaking/thinking exercise when no words appear in any frame.

B. For interest centers

1. Display the box of cartoon envelopes in the interest center of your classroom. During free time activities, allow student to examine envelopes as they choose.

2. Each student may keep his own record of the daily cartoon strips he has arranged.

Examples:

A. The example on the following page illustrated the technique of this exercise.

B. Many prepared examples are available upon request.

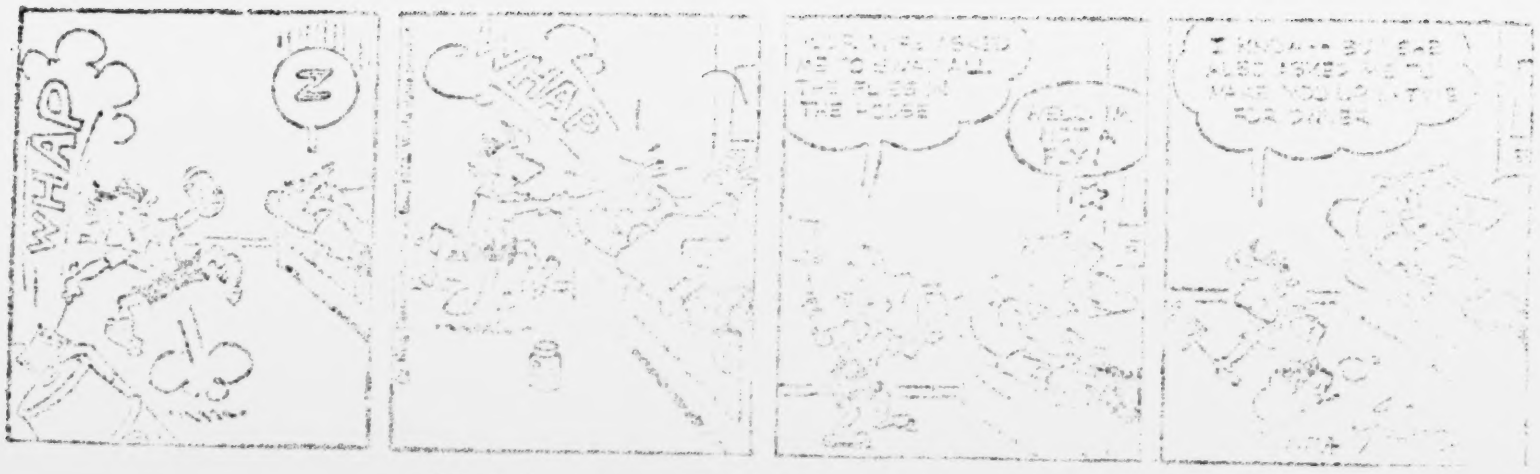
Adaptations:

A. For those students who receive little challenge from arranging one cartoon strip in order, mix several strips for more difficult sequencing exercises. For example, in Peanuts strips, use P-1, P-2, P-3, and P-4 series in jumbled order. The student then faces two organizational difficulties for a further challenge.

B. This exercise is not limited to the daily cartoon strips. Those appearing in many Sunday editions might be more motivational and challenging. Follow the same procedure with the exception of the size of cards.

C. Various other picture-sequence exercises may be prepared in the same manner.

PREPARING DAILY CARTOON STRIPS



Directions: Using a cartoon strip similar to the one above, prepare the fronts of the cards as illustrated by these five cards (in actual size).

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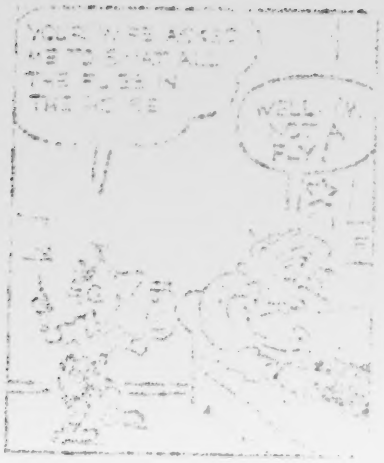
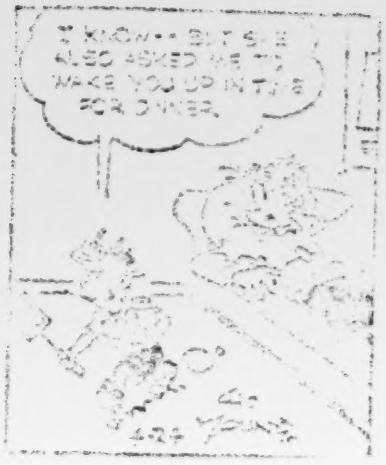
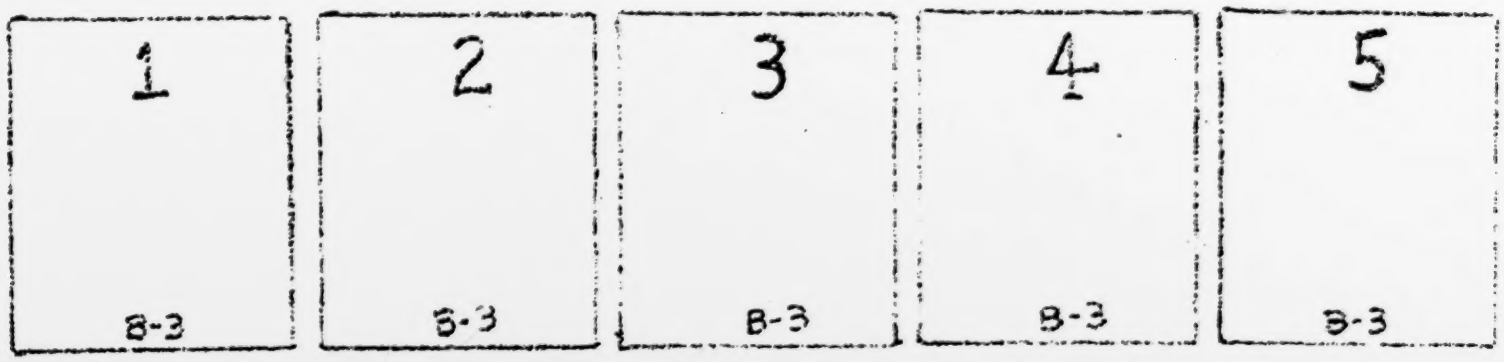


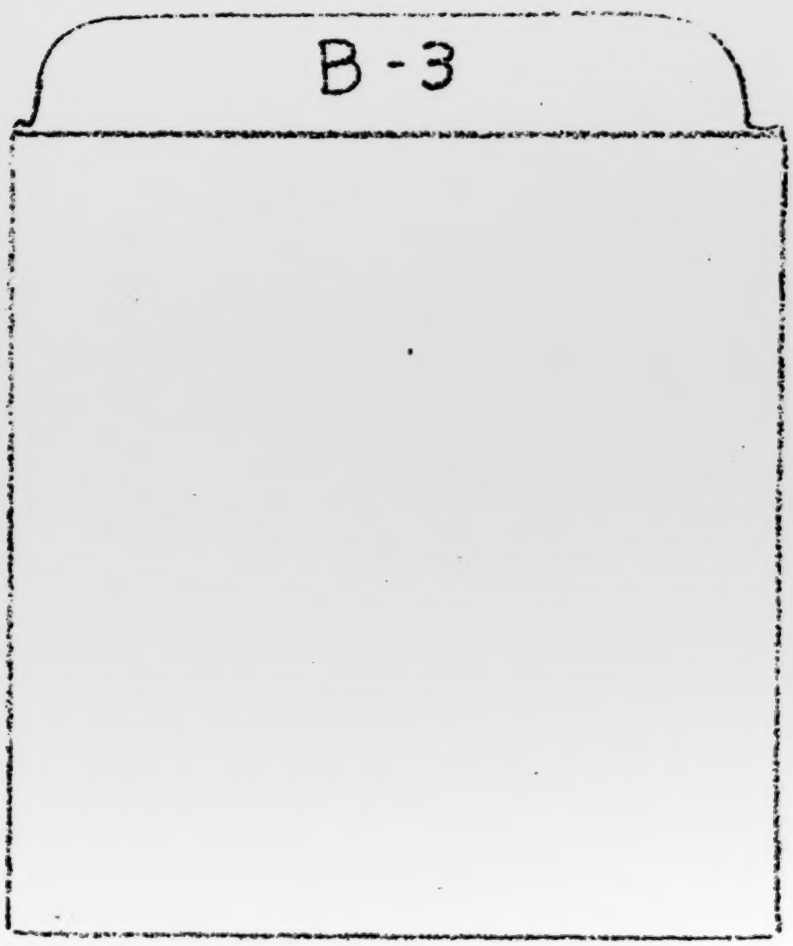


PREPARING DAILY CARTOON STRIPS, cont.

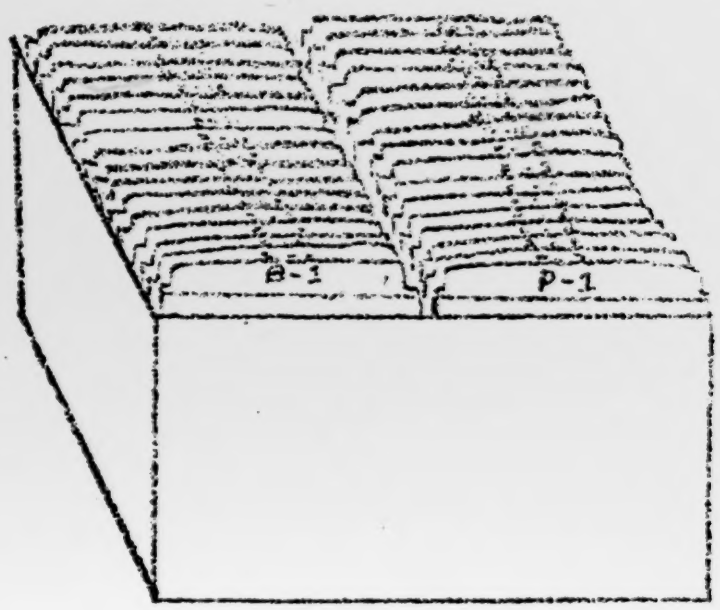
Prepare backs of cards similar to the following (½ actual size):



Prepare library book pockets by writing the number of the cartoon series on the top front as illustrated (in actual size).



Prepare box similar to the sample below (reduced size).



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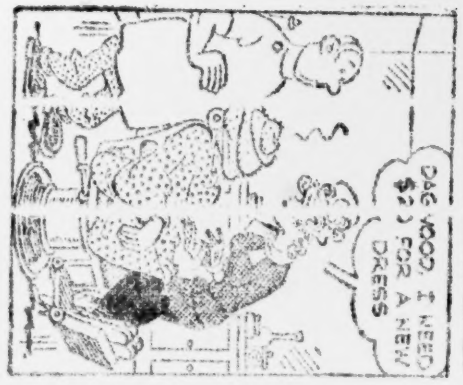

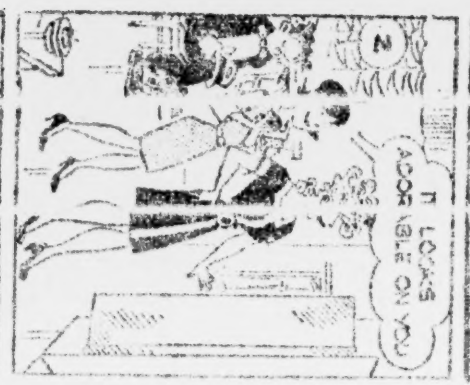

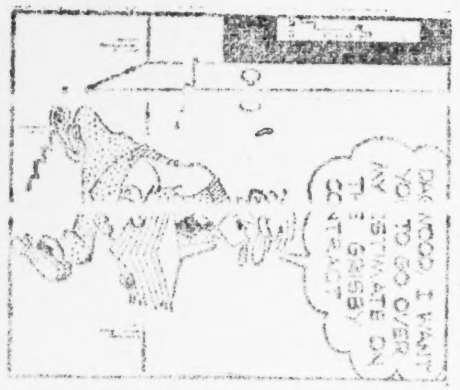

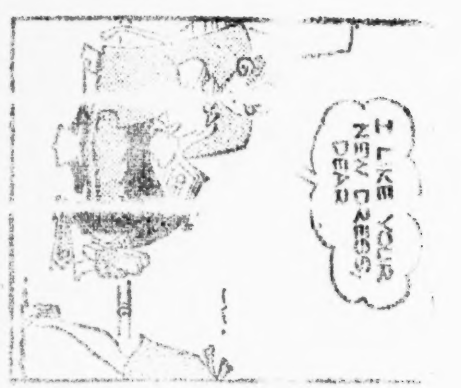

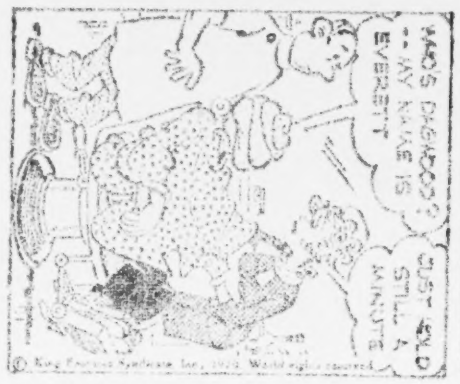

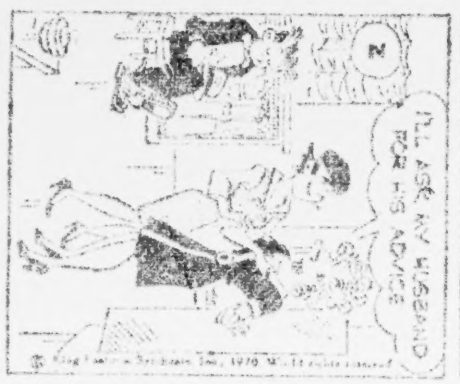

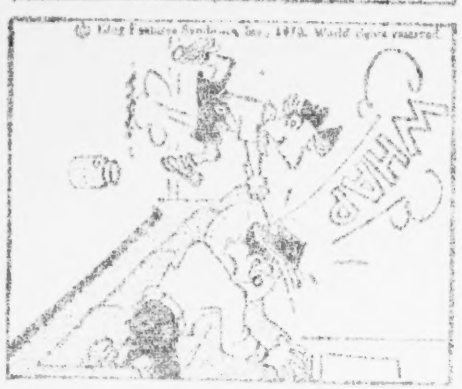

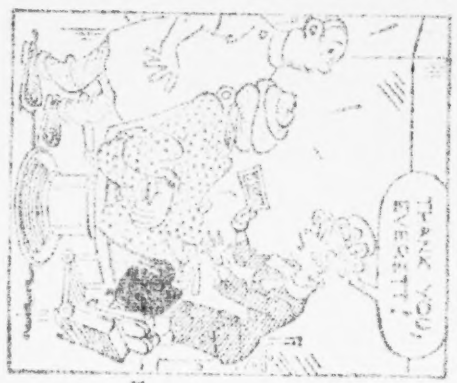

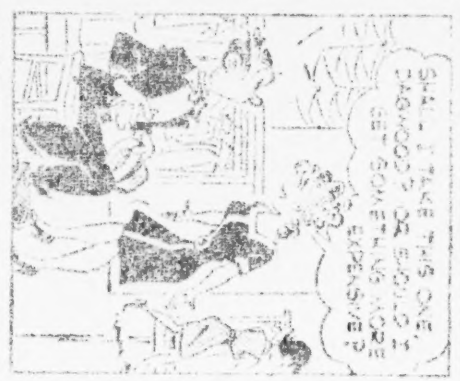

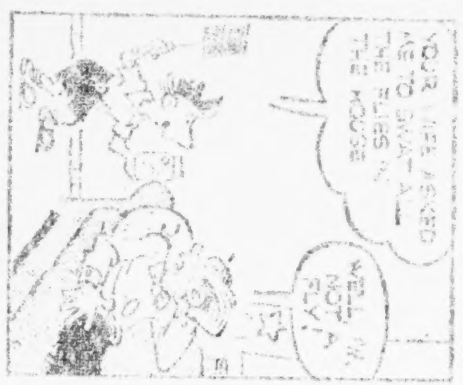

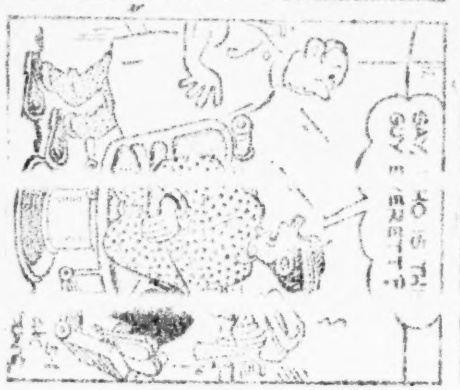

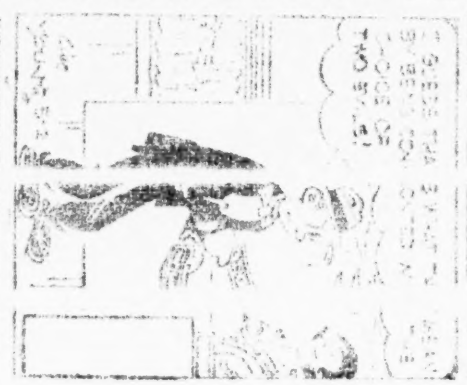

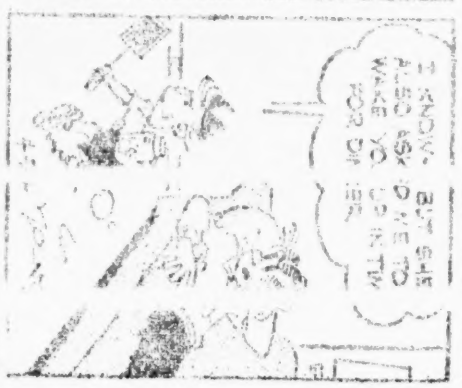

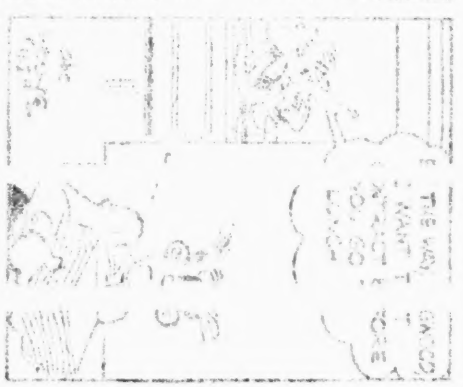

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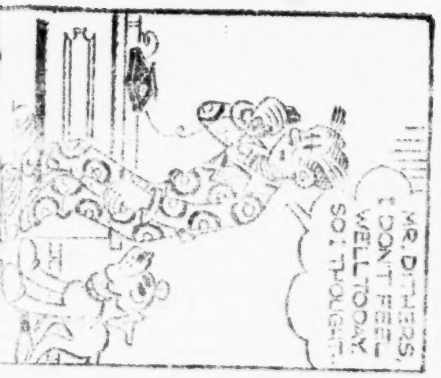

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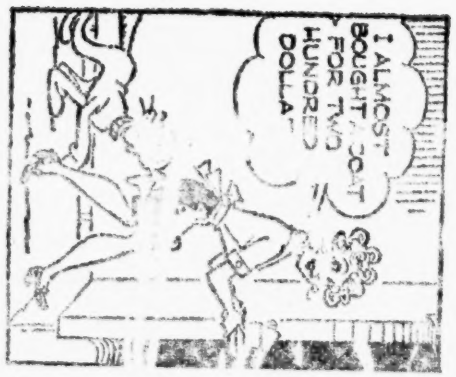

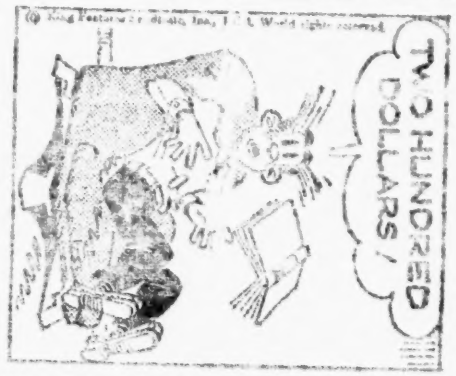

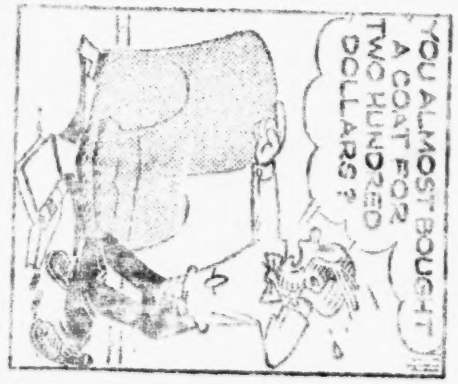

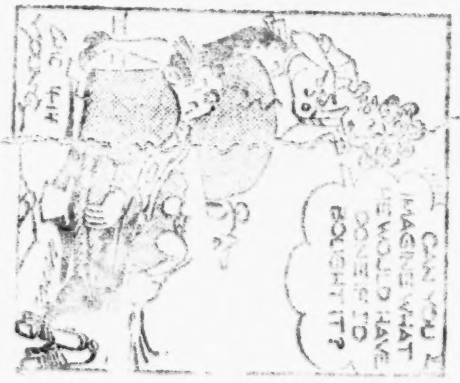

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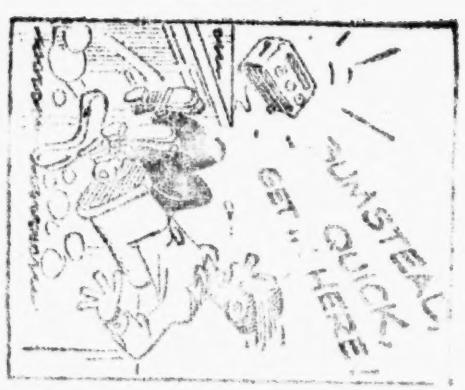

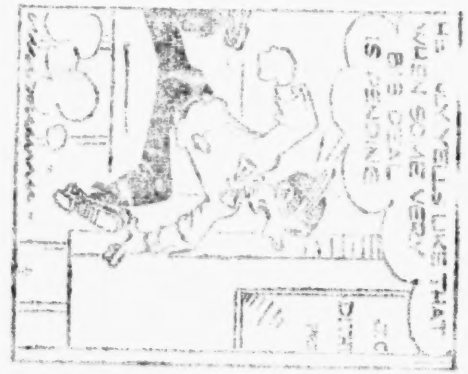

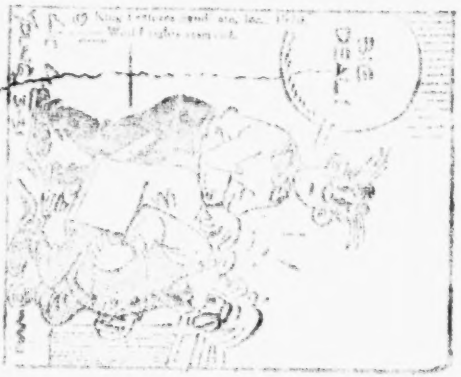

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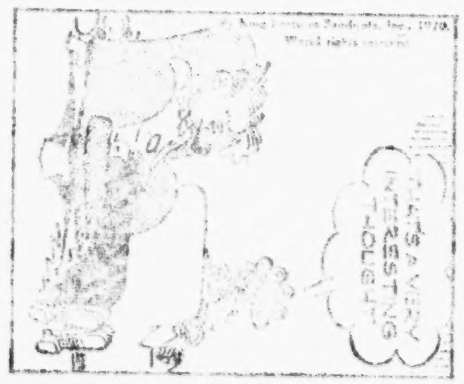

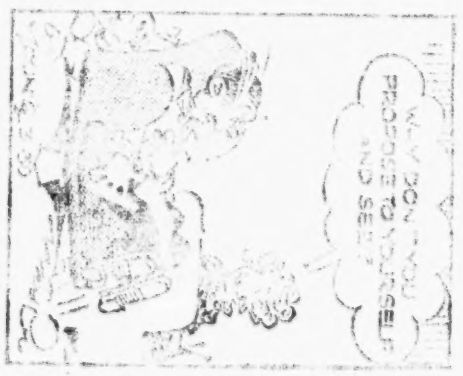

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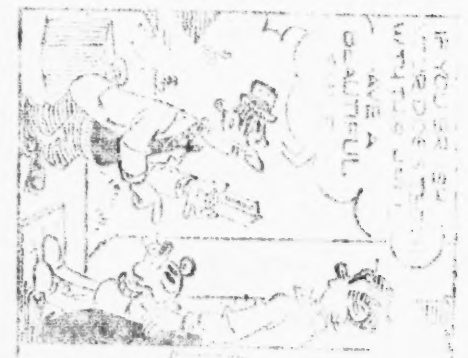
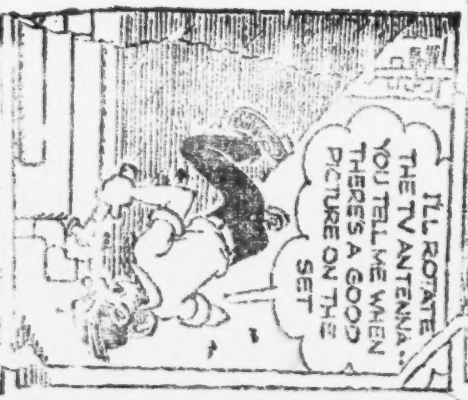


BUMSTEAD, ARE YOU BLEEDING?

BLONDIE

BLONDIE



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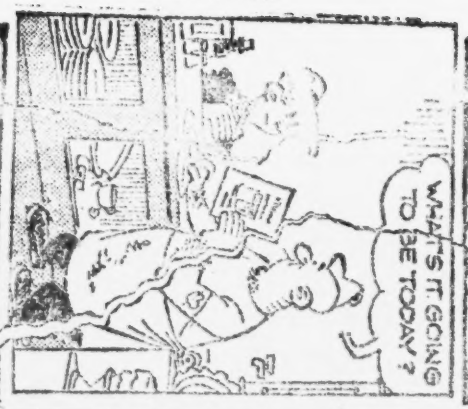

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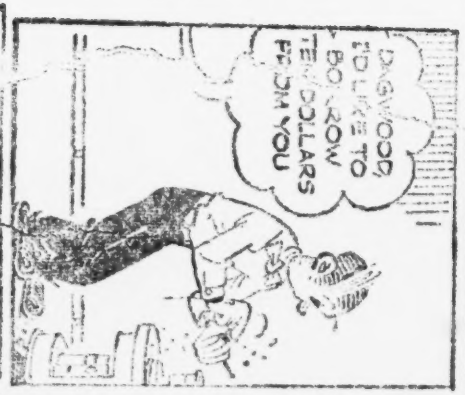

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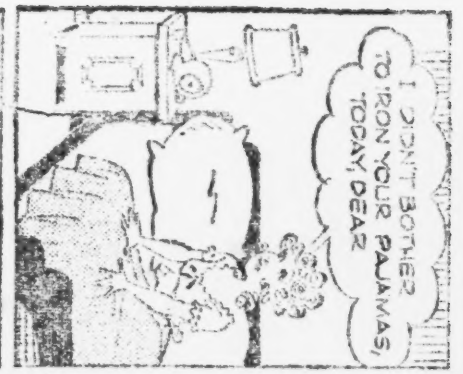
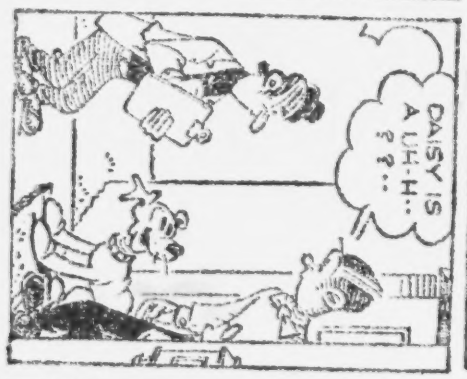
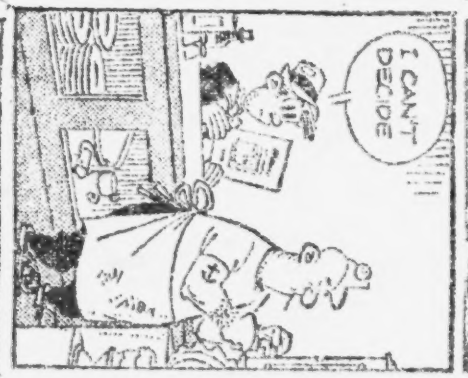
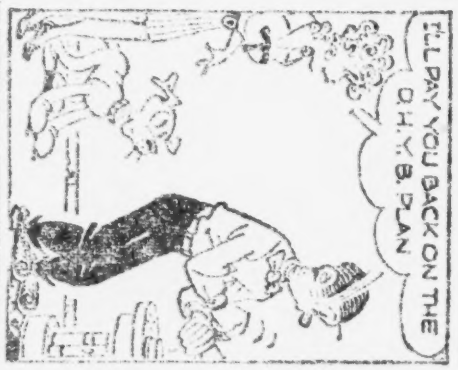
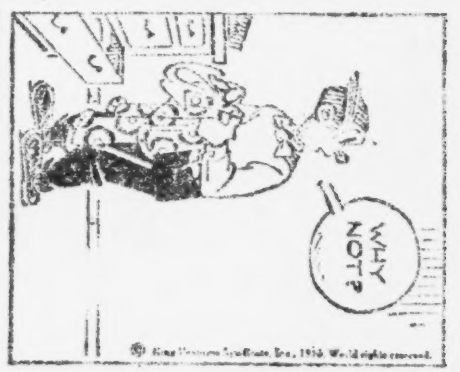
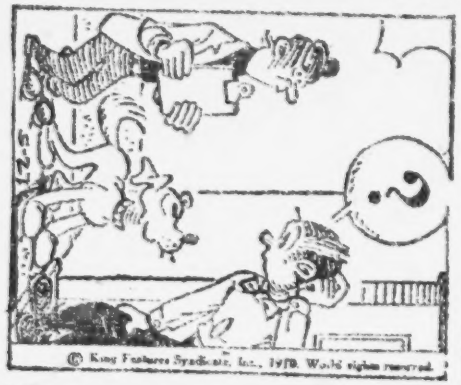


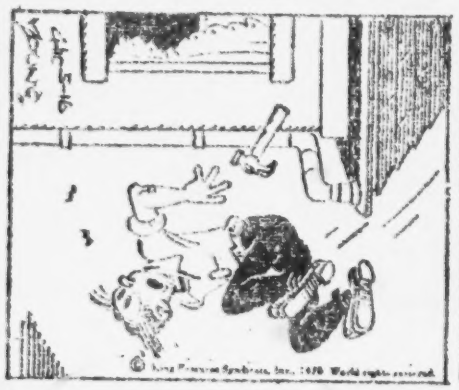


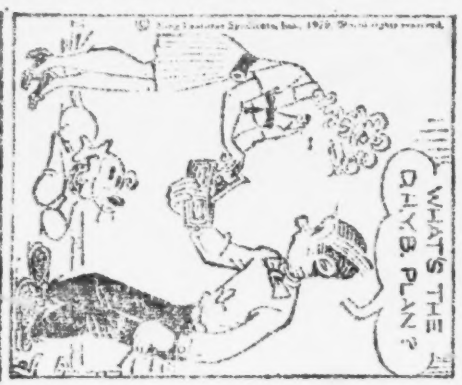


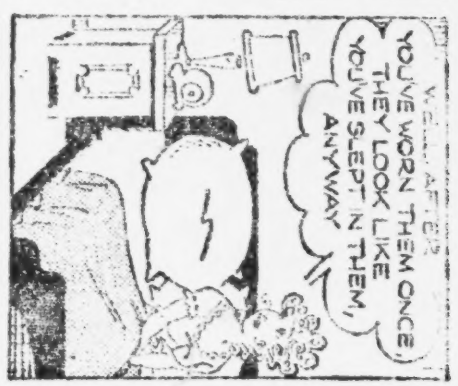


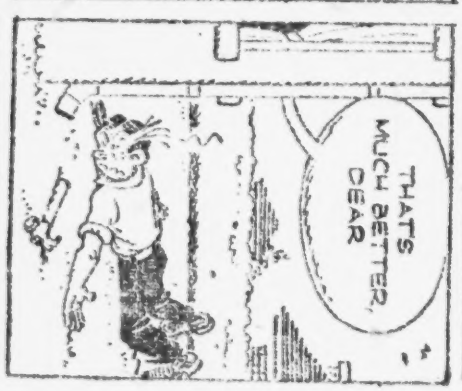


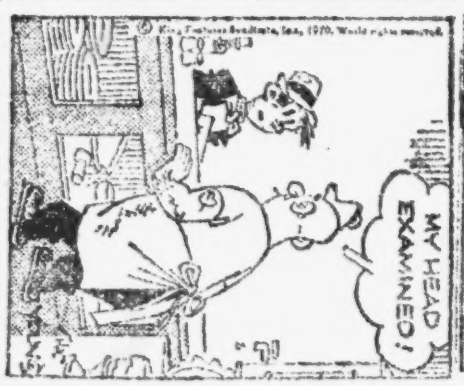


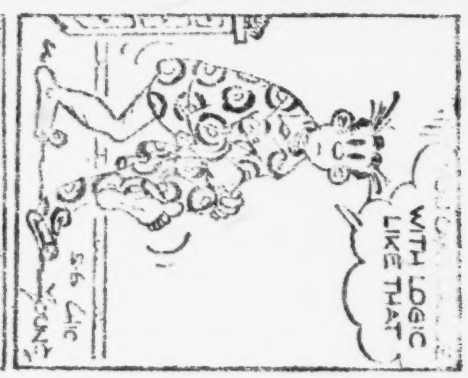












BORN LOSER

AHA! A FOUR-LEAF CLOVER...

HELLO?

THAT RAISE YOU WANTED, THORNAPPLE?...

IT'S YOURS!...

WHEE

I GOT IT!

TAKE IT!

BORN LOSER

WHADDAYA MEAN, A $10-A-MONTH RAISE? IS THAT ALL I'M WORTH TO THIS COMPANY?

DID I SAY $10?

YOU CERTAINLY DID!

MAKE THAT FIVE DOLLARS!

BORN LOSER

TATTOOED? YOU GOT TATTOOED? ARE YOU OUT OF YOUR SKULL?

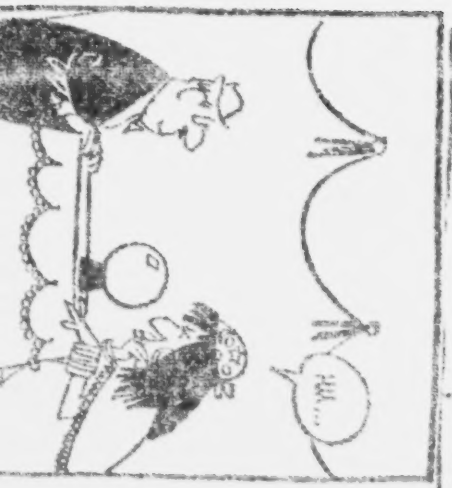
I THOUGHT YOU'D BE FLATTERED, GLADYS...

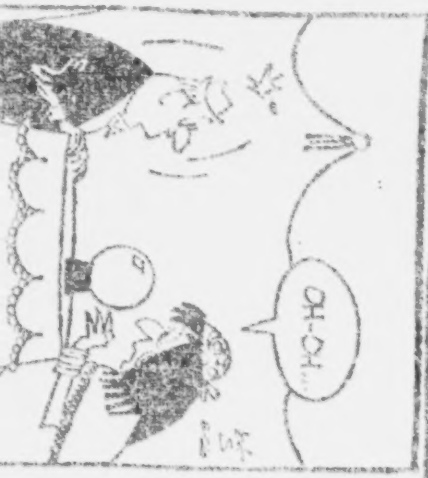
FLATTERED? HOW MUCH DID IT COST?

THEY DECIDED TO GIVE ME A SPECIAL RATE...

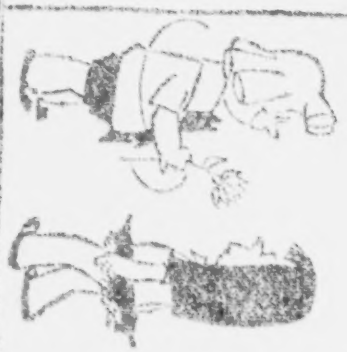
...SEE? SO HOW THINGS TURNED OUT...

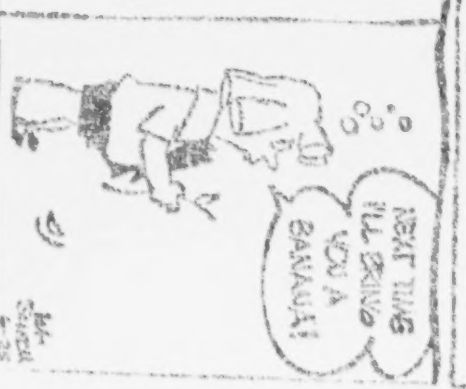
BORN LOSER



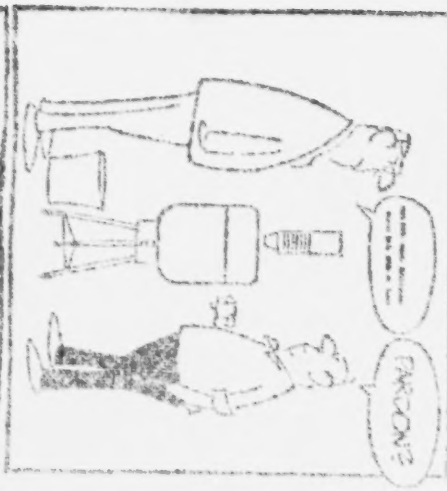


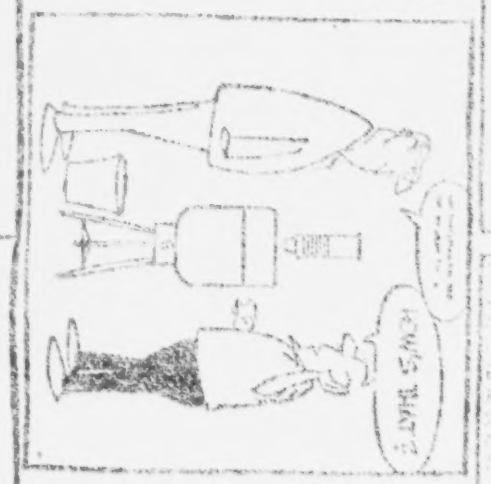
BORN LOSER

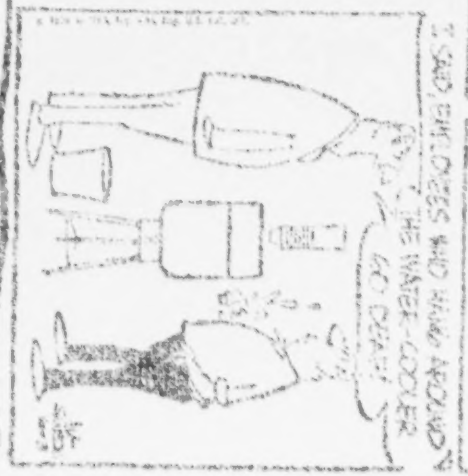




BORN LOSER







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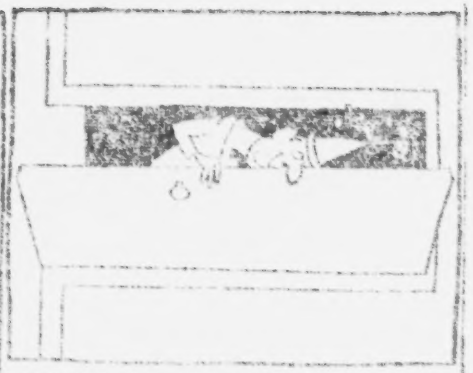

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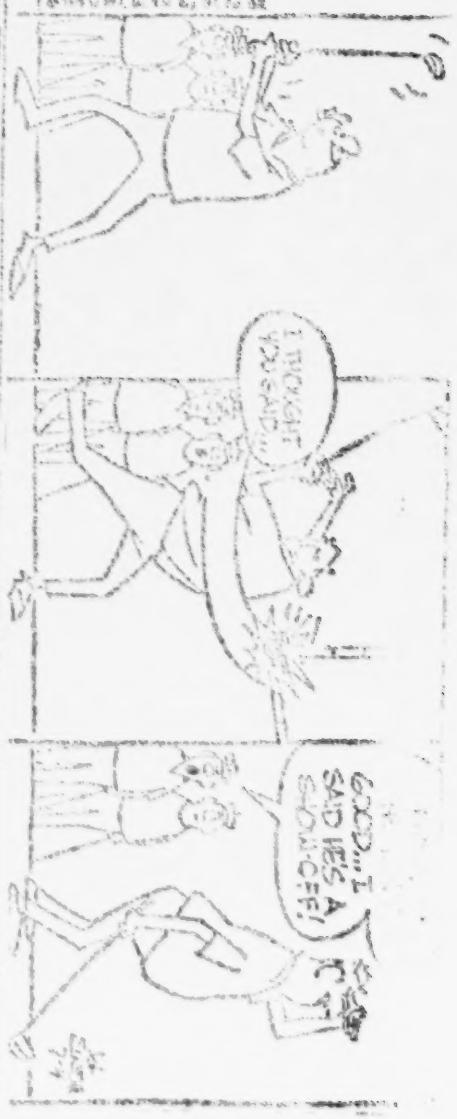


BORN LOSER

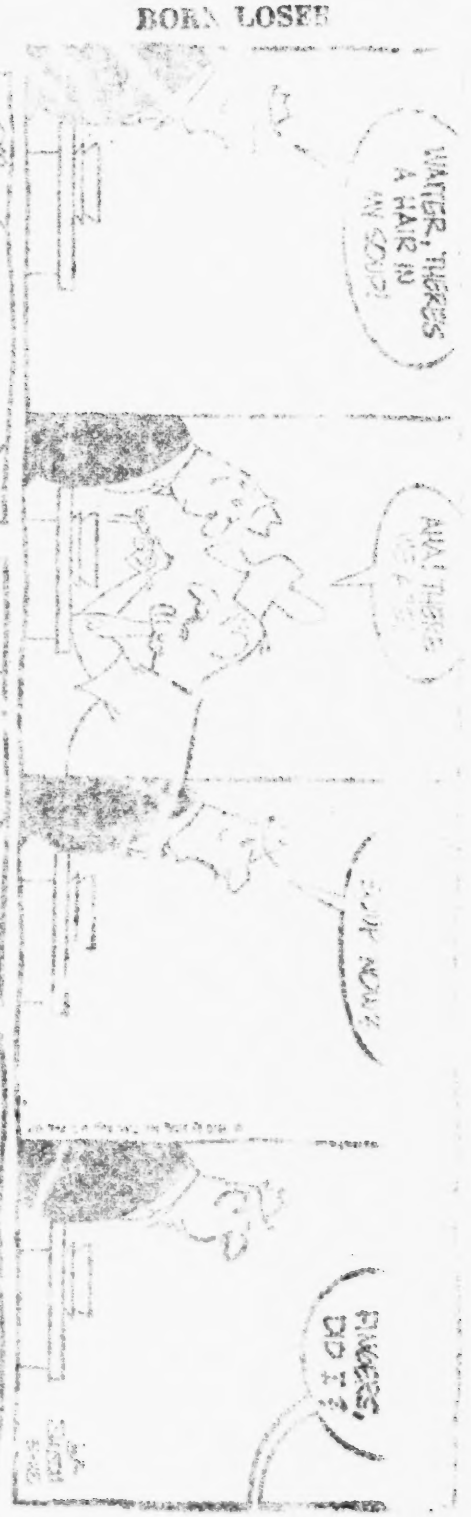
BORN LOSER

BORN LOSER

IT'S THE LAWRENCE WELK BUSINESS-JEET YOU TROUBLE AROUND THAT OTTER LIKE A WHIPPED PUP!...
IF YOUR JEET YOU'RE FIRED!! ...AND DON'T FORGET IN WINTER IT'S COMING FOR DINNER!
I AM EATING DIT TONIGHT!
SOMETIMES A LITTLE EDUCATION CAN BE A DANGEROUS THING!

BORN LOSER

BORN LOSER



Z
Z
PEANUTS
PUSH!
PUSH HARDER!
MY CARETAKER IS HAVING A LITTLE TROUBLE WITH THIS POWER MOWER...
PEANUTS
IT'S SEVEN O'CLOCK.
TIME TO CHANGE FROM ANOTHER DAY...
PEANUTS
DO YOU KNOW WHAT LOVE IS?
Love (luv), n. to be fond of; a strong affection for or attachment or devotion to a person or persons.
OH, PAPER HAS GREAT...
PEANUTS
NOW, THAT'S WHAT I CALL A BOOK REPORT...
THIS TIME I REALLY OUTDID MYSELF
I'VE GOT THE AUTHOR'S NAME, A BRIEF DESCRIPTION OF THE PLOT AND EVERYTHING...
I EVEN READ THE BOOK!
PEANUTS
WHAT ARE YOU DOING?
I'M PLANTING A TREE
I STILL SAY IT'S JUST A STICK
ALL RIGHT, SO MAYBE IT'S A STICK
I'M RAISING KNOWS!
PEANUTS
LAST NIGHT I DREAMED ABOUT THAT LITTLE RED-HAIRED GIRL...
IT WAS ALL VERY DEPRESSING. I WISH I WOULDN'T HAVE THOSE DREAMS...
IT'S TOO BAD WE CAN'T KNOW AHEAD OF TIME WHAT WE'RE GOING TO DREAM
MAYBE THEY COULD PUBLISH REVIEWS

DO YOU THINK I CAN EVER BECOME A MATURE AND WELL-ADJUSTED PERSON?
FOR A QUESTION LIKE THAT I HAVE TO BE PAID IN ADVANCE!
IN ADVANCE?! WHY?
BECAUSE I DON'T THINK YOU'RE GOING TO LIKE THE ANSWER!
THE DOCTOR IS IN
OH, YES, I HAVE A VERY NICE ROOM
I HOPE YOU REALIZE THAT YOU WON'T ALWAYS HAVE YOUR OWN ROOM... SOMEDAY YOU'LL GET EVICTED OR DIVORCED AND YOU'LL HAVE TO LIVE IN YOUR MOM FOREVER!
IT'S ON A LIST I'VE MADE UP FOR YOU...
I CALL IT "THINGS A KID MIGHT AS WELL KNOW"
WHAT DO YOU DO?
SNIF!
WHAT DO YOU DO WHEN THE GIRL-BEFORE-YOU-LOVE-WHO-THINKS-ANYTHING-IS-TAKEN-FROM-YOU-AND-WHO-KNOCKS-YOU-FLAT-WHENEVER-SEE-YOU AGAIN AS LONG AS YOU LIVE?
WHAT DO YOU DO?
BACK TO EATING!
SO YOU'RE GETTING A LITTLE WET.
DON'T LOOK SO DEPRESSED...
REMEMBER, IT RAINS ON THE JUST AND THE UNJUST
BUT WHY US IN-BETWEENS?
Dear Sweetie, How I miss you? Have you miss I me?
I think about you all the time. I can hardly wait until Sunday morning. Don't forget.
SMAK
I THINK I'M IN LOVE!
SCHOOL!
TODAY'S THE FIRST DAY OF SCHOOL! MEMORIZE THOSE CONJUNCTIONS! NAME THOSE RIVERS!
DON'T FORGET YOUR LOCKER COMBINATION!! WHAT'S THE CAPITAL OF VENEZUELA?!
I THINK THE SUMMERS ARE GETTING SHORTER...

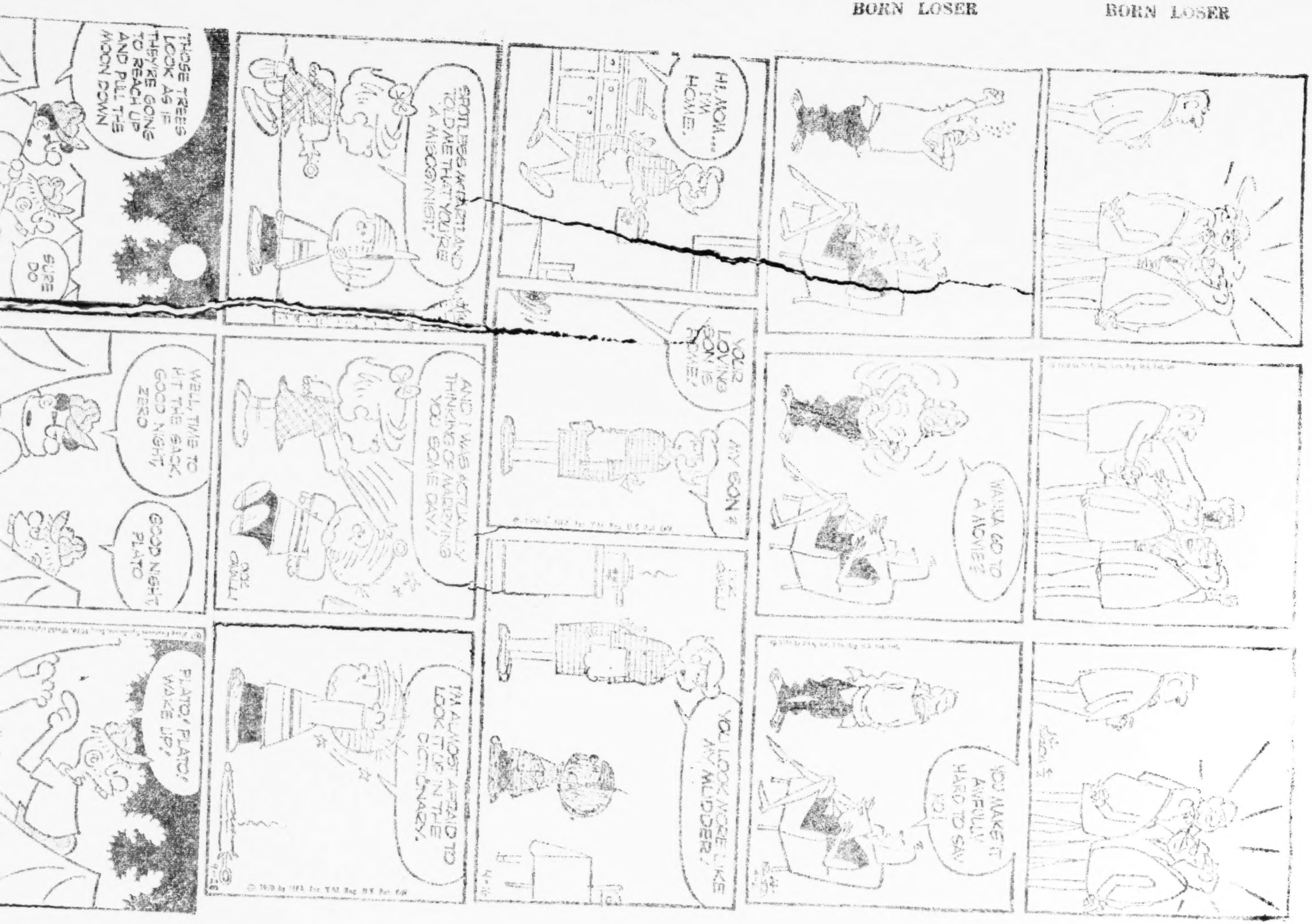
...TLL BAILEY

WINTHROP

WINTHROP

BORN LOSER

BORN LOSER


THOSE TREES LOOK AS IF THEY'RE GONE TO REACH UP AND PULL THE MOON DOWN
SURE DO
GOOD NIGHT, PLATO
WELL, TIME TO HIT THE SACK. GOOD NIGHT, ZERO
PLATO! PLATO! WAKE UP!
SCOOTER'S MUSEUM AND MICROWAVE OVEN
AND I WAS ACTUALLY THINKING OF YOU SOME DAY!
I'M ALMOST AFRAID TO LOOK IN THE DOG DARY.
HI, MOM... I'M HOME.
YOU'RE LOVING SON IS HOME!
MY GOOD SON
YOU LOOK MORE LIKE MY MUDDER!
WANNA GO TO A MOVIE?
YOU MAKE IT AWFULLY HARD TO SAY NO!

NEWSPAPER EXERCISE A

"Using Single-Frame Cartoons With Captions"

(A Guide for Teachers)

Explanation: This exercise capitalizes on the student's pre-developed interest in cartoons. It involves having the student examine single-frame cartoons with captions and having him choose from several possible captions the one he thinks actually appeared with that cartoon. The teacher himself may prepare the cartoons (according to the instructions below) or use the previously prepared materials.

Skills: Primary emphasis--Reading/Thinking skills (inference and interpretation)

Secondary emphasis--All reading skills
Speaking skills

Instructions:

A. For preparation by teacher

1. From the daily newspaper choose a single-frame cartoon with a caption which will lend itself to drawing inferences from the picture. Not all cartoons can be used, for many captions contain humor in the actual words themselves without necessarily having a difference in expressions or situations in the picture itself.

2. Trim the cartoon, clipping the caption. Leave only the title with the picture. Paste on a piece of stiff paper which is approximately one inch wider and four inches longer than the trimmed picture.

3. Under the cartoon in a multiple-choice form, type the caption which actually appeared in the newspaper in a mixed arrangement with others you make up to serve as distractors.

4. Number each card on the front (top).

5. Write the correct answer on the back of the card. This serves as a self-checking device.

B. For previously prepared materials follow the directions given with each set of cartoons.

Suggestions for Classroom use:

A. For entire classroom use

1. Have students number papers according to numbers on the cards you choose to use for one session.

2. Circulate cards. As a student receives a card, he writes his answer by the number on his paper corresponding with the number on the card. He checks his answer before giving that card to another student. He continues until he has made a response beside each number on his paper. This will indicate that he has responded to all cards in circulation at that time.

3. For exercises in speaking skills, allow student to explain his choice to others.

4. (Optional) For motivation and progress checks, the student may establish his IQ or II (Inference Quotient or Interpretation Index) by computing the percentage correct.

B. For interest centers

1. Display cards in the interest center of your classroom. Allow students during their free time to use materials as they choose.

2. Each student may keep his own record of cards he has examined.

Examples:

A. The example on the following page illustrates the technique of this exercise.

B. Many prepared sets are available upon request.

Example of "Using Single-Frame Cartoons With Captions"

DENNIS THE MENACE

A. I'll get the sled to the bottom of the hill if you'll get it back to the top.

B. The snow'll be all melted before you stop being scared!

C. Don't hold on so tight! It's not like we was married, ya know!

D. Now don't make girl noises all the way down!

DENNIS THE MENACE

A. "You weren't such a bad lookin' baby, Margaret. What happened?"

B. "And there's a picture of Dad when he was President!"

C. "This is a picture of me when I was little!"

D. "Is this a picture of you or of Ruff?"

A. "This is what you do to keep from havin' to clean up your room."

B. "A fever is like a sunburn. Only it's on the inside."

C. "Tell Cowboy Bob I'm heading for the last roundup."

D. "Won't this be a surprise to Mr. Wilson when he gets back from his vacation?"

A. "What happened to your hair?"

B. "Anybody seen my snake?"

C. "Hello, Tom!"

D. "Are they going to leave soon?

"Well, I just wondered!"

"I was only kidding!"

"Nobody calls me 'Mister'"

"I just wanted to know!"

INSTRUCTIONS: Cut on black lines. Mount on 4'x7½' sheets of cardboard. Write the correct answer on the back of each card. Answers for cartoons on this sheet are: A, B, and C.

DENNIS THE MENACE

A. "We told you it just wasn't for girls!"

B. "The second glass gets much better!"

C. "But it's good for what ails you!"

D. "Sugar is a penny extra."

DENNIS THE MENACE

A. "When do I get my harmonica back?"

B. "How come both of them said 'I do'?"

C. "I didn't see anything wrong with waking up that guy. After all, nobody's supposed to sleep in church."

D. "Did you find my bubblegum?"

DENNIS THE MENACE

A. "So what if she didn't like m frog!"

B. "Don't ya ever feel like ya g let out a yell for no speci reason?"

C. "I was just hunting for the b room!"

D. "But, I want my superball bac

INSTRUCTIONS: Cut paper on black lines. Mount on 4"x7½" sheets of cardboard. Write the correct answer on the back of each card. Answers for cartoons on this sheet are: D, A, and B.

DENNIS THE MENACE

A. "Please make it stop raining so I can play horseshoes with Mr. Wilson.

B. "And thanks for keeping my mud puddle going!"

C. "Please help Mom find my lost frog and snakes."

D. "And please keep Old Paint dry."

DENNIS THE MENACE

A. "See you at the OK Corral!"

B. "'Bout time we had a meal without them carrots!"

C. "Mighty good vittles, Ma'am."

D. "We'll be back when some cookies are baked."

DENNIS THE MENACE

A. "I wonder--just where do we live

B. "I told you there weren't any ghosts on our block!"

C. "Keep walkin' and look straight ahead--and nothing'll get ya'!"

D. "God turns the sun off at night 'cause it's too expensive to keep it runnin' when everybody's asleep."

INSTRUCTIONS: Cut paper on black lines. Mount on 4"x7½" sheets of cardboard. Write the correct answer on the back of each card. Answers can be his sheet: B, C, and D.

A. "Maybe you ought ro get closer."

B. "What did you just say, Dad?"

C. "Why do those girls have higher scores?"

D. "Why is the ball rolling in the gutter?"

A. "I can't talk too long. I'm right in the middle of my bath!"

B. "Don't worry, Mr. Wilson, I'll get it out of your yard."

C. "She'll be sorry when she sees I've run away from home!"

D. "Wait, Joey. I want to go to the carnival with you!"

A. "I'll get the sled to the bottom of the hill if you'll get it back to the top."

B. "The snow'll be all melted before you stop being scared."

C. "Don't hold on so tight. It's not like we was married, ya know!"

D. "Now don't make girl noises all the way down!"

INSTRUCTIONS: Cut paper on black lines. Mount on 4"x7½" sheets of cardboard. Write the correct answer on the back of each card. Answers for cartoons on this sheet are: A, A, and D.

DENNIS THE MENACE (13)

A. "Now I lay me down to sleep
I'm sorry I caused my Mom to weep!"

B. "And don't let Mom and Dad forget that tomorrow is my birthday and that I want a bicycle, a swing set a horse, a gun. . ."

C. "Are you sitting down?. . . ."

D. "And help Mr. Wilson to enjoy his vacation."

DENNIS THE MENACE (14)

A. "It was this big and had seven legs and was green with red spots and had four eyes and . . . "

B. "But I've washed my hands and gotten all clean by myself before!"

C. "I have <u>not</u> been in here for three hours!"

D. "I don't know! I was just brushin' my teeth with strawberry jelly. . ."

DENNIS THE MENACE (15)

A. "Oh--oh! God blew another fuse!"

B. "Who's the devil mad at now?"

C. "Mr. and Mrs. Wilson must <u>really</u> be having a fight this time!"

D. "They must've answered your drum, Joey!"

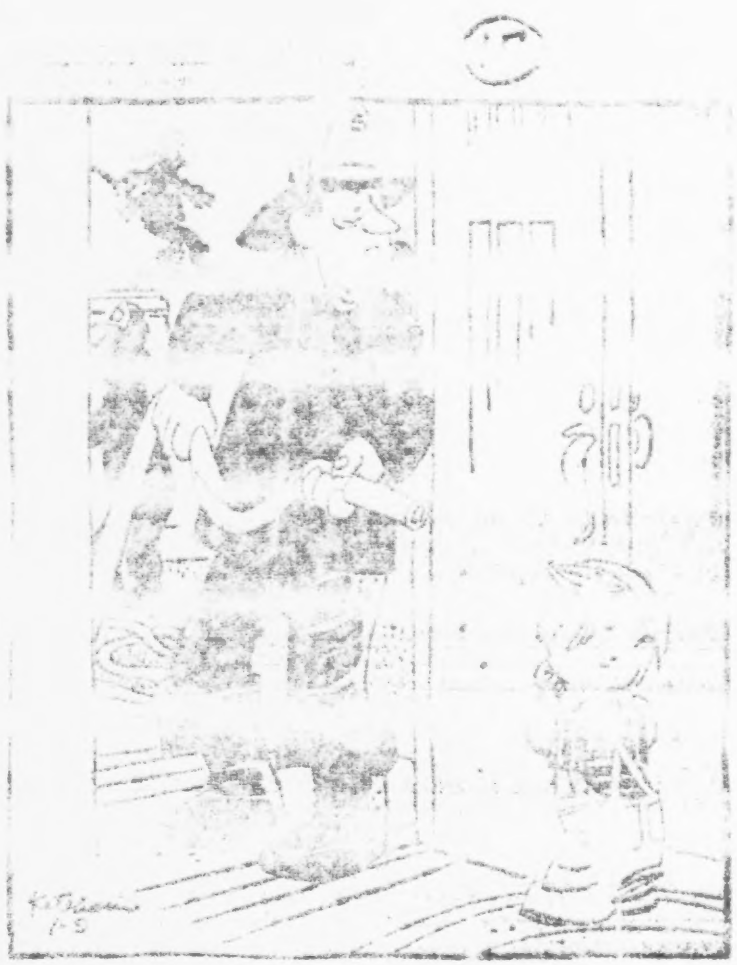
INSTRUCTIONS: Cut paper on black lines. Mount on 4"x7½" sheets of cardboard. Write the correct answer on the back of each card. Answers for cartoons on this sheet are: C, D, and A.

A. "I promise to leave home if you'll give me some cookies." "It worked!"

B. "There's a handsome man outside." "I told her I'd give them to him."

C. "Hello, beautiful!" "I just found out how to get extra cookies."

D. "Joey's starved!" "Sorry, but you can't have any."



A. "I just dialed a whole buncha numbers on the phone. I didn't know it was you!"

B. "Mr. Wilson threatened to set me on fire!"

C. "Our water was frozen, so can we use some of yours?"

D. "You might as well water my mom's flowers while you are here."

A. "You see, anyone who sits with Dennis gets to stay out of sch the next day--from sheer exhaustion!"

B. "Your regular baby-sitter deci to leave the country."

C. "What if I decide to charge double?"

D. "Oh, I'm not sitting with him because I need the money. It' part of my sorority initiation

INSTRUCTIONS: Cut apart on black lines. Mount on 4"x6" sheets of cardboard. Write the correct answer on the back

(22)

b[illegible] customer today?"

B. "That's Dennis' third trick in [illegible] year."

C. "It's time for a bicycle for him now, Mr. Mitchell."

D. "Dennis has been to the junkyard again."

(23)

A. [illegible]

B. "Ah, Mom, you're lucky! Mrs [illegible] bandits stole money 'n jewels!"

C. "Mom, please don't call the cops!"

D. "Where are those with the raisins an' chocolate chips in 'em."

(24)

A. "I'm playing [illegible] prodigies."

B. "I think Jackson got a little dirty. . . "

C. "Jackson's been dying to taste your cookies!"

D. "He 'n Jackson are exactly the same age. Only he's different. He's left-handed!"

INSTRUCTIONS: Cut paper on black lines. Mount on 4"x7½" sheets of [illegible]. Write the correct answer on the back of each card. Answers for [illegible] and

APPENDIX F

IN-SERVICE TRAINING PROGRAM--ADULT BASIC EDUCATION

Jackson, Tennessee

February 20, 1971 8:30 A.M. to 1:30 P.M.

AGENDA

COFFEE AND REGISTRATION.		8:30 - 9:00
COMMENTS.	Charles F. Kerr. . . . . Coordinator of Adult Education State Department of Education Nashville, Tennessee	9:00 - 9:15
TEACHING READING TO ADULTS.	Flora Fowler. . . . . University of Tennessee Knoxville, Tennessee	9:15 - 10:45
BREAK.		10:45 - 11:00
TEACHING READING TO ADULTS.	Tom Rakes. . . . . University of Tennessee Knoxville, Tennessee	11:00 - 12:15
EVALUATION	Dr. Donnie Dutton . . . . Memphis State University and Billy Glover Supervisor of Adult Education, West Tennessee	12:15 - 12:30
LUNCHEON.		12:30 - 1:30

APPENDIX G

EVALUATION OF WEST TENNESSEE ABE
READING WORKSHOP

1. SEX

_____ Male

_____ Female

2. AGE

_____ Less than 35

_____ 35 and over

3. FORMAL EDUCATION

_____ Less than bachelor's

_____ Bachelor's

_____ Master's

_____ Specialist

4. ACTUAL TEACHING EXPERIENCE IN ABE

_____ Less than 1 year

_____ 1-3 years

_____ More than 3 years

* * * * * * * * * * * * * * *

Following are some statements with which you may agree or disagree. There are no correct or incorrect answers so feel free to express your feelings. Please give us your own opinion about these items by CIRCLING the answer that best describes how you feel. Also, a blank is provided after each statement for any written comments that you may care to make.

---

5. ADEQUATE SPACE WAS PROVIDED FOR THE LARGE GROUP MEETING.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Comments: _____

_____

6. ADEQUATE SPACE WAS PROVIDED FOR SMALL GROUP MEETINGS.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

7. THE PARTICIPANTS HAD AN OPPORTUNITY TO CONTRIBUTE TO THE DEVELOPMENT OF THE CONTENT OF THE WORKSHOP.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

8. THE CONTENT OF THE WORKSHOP WAS RELEVANT TO MY NEEDS.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

9. THE CONTENT OF THE WORKSHOP WAS SUCH THAT IT ANSWERED QUESTIONS THAT CONCERNED ME RELATIVE TO MY JOB.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

10. AS A RESULT OF THE WORKSHOP, I FEEL THAT I WILL NOW BE BETTER ABLE TO PERFORM MY JOB MORE SATISFACTORILY.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

11. MY INTEREST IN THE OVERALL WORKSHOP TOPIC WAS:

Very High | High | Medium | Low | Very Low

Comments: _____

_____

12. I WOULD RATE MRS. FOWLER'S PERFORMANCE AS:

Very High | High | Medium | Low | Very Low

Comments: _____

_____

13. I WOULD RATE MR. RAKE'S PERFORMANCE AS:

Very High | High | Medium | Low | Very Low

Comments: _____

_____

14. MY OVERALL RATING OF THE WORKSHOP IS:

Very High | High | Medium | Low | Very Low

Comments: _____

_____

* * * * * * * * * * * * * * *

15. IDENTIFY THE GREATEST OVERALL STRENGTHS OF THE WORKSHOP.

_____

_____

_____

_____

_____

///

16. IDENTIFY THE GREATEST OVERALL WEAKNESSES OF THE WORKSHOP.

_____

_____

_____

_____

_____

17. DO YOU FAVOR ADDITIONAL WORKSHOPS OF THIS TYPE?

_____ Yes

_____ No

18. IF YOU ANSWERED ITEM 17 YES, PLEASE INDICATE SOME OF THE TOPICS THAT YOU FEEL NEED TO BE COVERED.

KROPP-VERNER EVALUATION SCALE*

Please follow directions carefully: Read all twenty of the following statements. Check as many statements as necessary to describe your reaction to the conference.

1._____It was one of the most rewarding experiences I have ever had.

2._____Exactly what I wanted.

3._____I hope we can have another one in the near future.

4._____It provided the kind of experience that I can apply to my own situation.

5._____It helped me personally.

6._____It solved some problems for me.

7._____I think it served its purpose.

8._____It had some merits.

9._____It was fair.

10._____It was neither very good nor very poor.

11._____I was mildly disappointed.

12._____It was not exactly what I needed.

13._____It was too general.

14._____I am not taking any new ideas away.

15._____It didn't hold my interest.

16._____It was much too superficial.

17._____I leave dissatisfied.

18._____It was very poorly planned.

19._____I didn't learn a thing.

20._____It was a complete waste of time.

*Dr. R. Kropp and Dr. C. Verner, Florida State University

IF YOU WISH, ADD ANY COMMENTS ON REVERSE SIDE OF THIS PAGE.

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APPENDIX H

LIST OF PARTICIPANTS

L. J. Anders
Carroll County

Shirley Atkins
Fayette County

Gertrude Bailey
Fayette County

Sarah Barnes
Jackson City

Charles Bates
Cleveland State

Rick Bishop
Hardeman County

Jan Blount
Hardin County

Annie Bond
Jackson City

Willie R. Bond
Humboldt City

William O. Brooks
Tipton County

Alvin Brown
Fayette County

Bennis Buchanan
Hardeman County

Margie Bucy
Hardin County

Rayburn Cagle
Jackson City

Zula Callens
Lake County

Frances Chance
Hardin County

Carlton Cherry
Dyer County

Wayne Chester
Benton County

Eddie Clark
Weakley County

James Clark
Hardin County

Mrs. Lue Eldridge Claybon
Tipton County

Bill Cottrell
Hardeman County

Georgia B. Crowder
Hardeman County

Margaret Donnell
Fayette County

Fred Dudley
Tipton County

Mrs. Daisy Dudley
Carroll County

Pat Dungan
Jackson City

Donnie Dutton
Memphis State

Millard Epps
Tipton County

Wilburn Ray Forrest
Hardeman County

Bill Fowler
Knox County

Flora Fowler
Knox County

Bill Fullwood
Hardin County

Frank Gallimore
Henry County

Clarice Gibbs
Jackson City

Billy Glover
Jackson

Martha Haley
Jackson

Dennis Hall
Fayette County

Ercille Hall
Fayette County

Mildred Shaw Harris
Jackson City

Mac Harton
Hardeman County

Shira Hobson
Fayette County

Mary Jane House
Lake County

Earlie Mai Howard
Carroll County

Ruth Huey
Dyer County

Captolia Huffines
Hardin County

Cora Hughes
Lake County

Gracie Hurat
Jackson City

Marshall Jennings
Hardin County

Annie Sue Joiner
Tipton County

Lois C. Jones
Hardin County

Dee Killingsworth
Hardin County

Floye Kirk
Benton County

Dr. Homer Lawrence
Jackson

E. L. Lemonds
Weakley County

Lee F. Lowery, Sr.
Jackson City

Roland McElrath
Benton County

Thomas H. McKinnie
Bolivar, Tennessee

Marie Matheney
Benton County

David L. Miliken
Jackson City

Mattie Miliken
Jackson City

Clarence Moody, Jr.
Humboldt City

Cooper L. Moody
Henderson County

Curis Mohundra
Hardeman County

Gwendolyn B. Moore
Weakley County

Claudette Morrow
Fayette County

Bernis Oakley
Hardin County

Mrs. Cora Owens
Carroll County

Margie L. Peete
Tipton County

Rev. Arthur B. Peete
Tipton County

Mary Nelle Pegram
Jackson City

Geraldine Perry
Hardin County

Nettye Phillips
Hardin County

Nelson Piercey
Jackson City

Roland Pope
Lake County

James Porter
Tipton County

Nannie S. Pratt
Hardeman County

Tom Rakes
Knox County

Kenneth Ralston
Hardin County

Arva Robinson
Jackson City

Barton F. Robison
Henry County

Grace B. Rogers
Dyer County

Shelvie Rose
Tipton County

B. A. Russell
Dyer County

Robert M. Sharp
Tipton County

Nadaline H. Shelton
Fayette County

Charlene Smith
Lake County

Joyce Smith
Hardeman County

Kenneth C. Smith
Hardin County

Mary Stuart
Hardin County

J. W. Thomas
Humboldt City

O. L. Towles
Fayette County

Robert Ward
Hardeman County

Mrs. Anna R. Webb
Carroll County

Janet Westbrook
Dyer County

Ken Westbrook
Dyer County

Amelia Whitaker
Fayette County

Shirley M. Williams
Hardeman County

Jerry R. Winters
Lauderdale County

Homer A. Wright
Union City

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